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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, Education, *Indexes
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED 210 418 CE 029 973

Freeman, Richard B. And Others

The Youth Employment Problem Dimensions, Causes and Consequences. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.9.

National Bureau of Economic Research, Cambridge, Mass.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-May 80

Note-744p.; For related documents see note of CE 029 968. Some pages may not reproduce clearly because of faint or small print.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00132-5, $11.00).
Pub Type- Collected Works - General (020) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF04/PC30 Plus Postage.
Descriptors-Adolescents, Comparative Analysis, Data Collection, Demography, Economic Factors, Employment Experience, *Employment Level, Employment Opportunities, *Employment Patterns, *Employment Problems, Entry Workers, Family Influence, Females, Geographic Location, High Schools, Individual Characteristics, Labor Force, Labor Force Nonparticipants, Labor Market, Labor Turnover, Minimum Wage, Promotion (Occupational), Research Reports, Secondary Education, Surveys, *Unemployment, Young Adults, *Youth Employment, Youth Opportunities, *Youth Problems
Identifiers-Great Britain, *United States

This collection of papers on the youth employment problem consists of 15 papers that cover the dimensions, causes, and consequences of youth unemployment and that also focus on problems in measuring the extent of the problem, the dynamic aspects of youth labor force participation, and problems associated with adequately assessing the consequences of youth labor market experiences. Included among those topics discussed are teenage unemployment, the youth labor market problem in the United States, and the relationship of labor market turnover to youth unemployment. The reasons for differences among rates of youth labor force activity across surveys are analyzed. Also examined are time series in youth joblessness, economic determinants of geographics and individual variation in the labor market position of youth, and the dynamics of youth unemployment. The effects of family, dead-end jobs, minimum wage and job turnover, and high school preparation and early labor force experience on youth employment are described. Compared next is the extent of youth unemployment in Britain and the United States. The effects of teenage unemployment on the individual and the employment and wage consequences of teenage women's nonemployment are also investigated. (MN)

ED 210 419 CE 029 996

Baskett, H. K.

Education, Training and Resources for Family Workers in Western Canada: A Follow-up Study of the 1977 Banff Conference on Clinical Approaches to Work with Families.''

Calgary Univ., Alberta. Faculty of Continuing Education.
Spons Agency-Department of National Health and Welfare, Ottawa (Ontario). National Welfare Grants.
Pub Date-15 May 78

Note-88p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Continuing Education, *Educational Needs, Educational Resources, *Family (Sociological Unit), Family Counseling, Family Life, Family Life Education, Family Problems, *Family Programs, Followup Studies, Higher Education, Inservice Education, Outcomes of Education, Participant Characteristics, Professional Continuing Education, *Program Effectiveness, *Public Policy, *Social Workers, Staff Development, Workshops
Identifiers-*Banff Conference 1977, Canada (West)

After a 1977 Banff Conference on Clinical Approaches to Work with Families'' in June, 1977, approximately one-third of the 134 participants were surveyed or interviewed to determine their evaluation of the conference and their perceptions of future education, training, and resource needs findings were made: (1) the 1977 Banff Conference would appear to have met its goals, and a large proportion of the participants would recommend it for the future; however, the function of a future conference is not clear, while the functions of knowledge dissemination and coordination of information sharing among regions are promising; (2) one of the most critical needs identified is that of coordination of information and activities at the local level as it relates to family work; (3) another most significant need is in-depth training at the local level, with opportunities for a variety of subject matter and approaches related to family practice; and (4) strong interest was shown in an interprovincial network of some kind, the nature of which should be more fully explored in further research. The participants concluded that the Banff Conference had made a significant contribution to the process of service to families and support for family workers. (The conference program and the survey questionnaire are included in the appendix to this report.) (KC)

ED 210 420 CE 030 081

Instructing Students in Developing, Planning and Managing Their Careers. Project Final Report, September 1980-April 1981.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date-81

Note-109p.; Some pages may not reproduce well due to weak print. Project located at Burr D. Coe Middlesex County Vocational Technical High School.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavior, Behavioral Objectives, Coping, *Employee Attitudes, *Employer Attitudes, Evaluation, *High School Graduates, High Schools, *Job Performance, Learning Activities, Learning Modules, Material Development, Success, Surveys, Teacher Developed Materials, Vocational Adjustment, *Vocational Education, Vocational High Schools, *Work Attitudes

Identifiers-Illinois

An Illinois project identified employer perceptions of vocational education graduates' job holding and success problems and needs and prepared instructional units to remediate these problems. An employer job survey was disseminated to businesses and industries who rated young adults entering the job market on non-skill related job performance behaviors. A task force then selected, taught, rewrote, field-tested, and assessed learning modules to reinforce positive work values and behaviors. The materials used by the task force were critiqued and then adapted, adopted, or discarded. (Appendixes include criteria for evaluating modules, module evaluation form, and survey.) Following the project narrative, these modules are provided: The Value of Organizations, Forecasting the Future of Work, Motives and Interpersonal Relations, Personal Factors Affecting Communication, Self Concept, Motivation: Fulfilling Personal Needs, Tuning in to Creativity, What is Problem Solving?, The Meaning of Authority and Responsibility, Leadership Skills, What is Conflict?, and Life in a Changing World. Each module is preceded by one or more evaluations and follows this format: objective, survival skills emphasized, importance, materials and equipment, activity, followup, student worksheet(s), and transparencies. (YLB)

ED 210 421 CE 030 478

Horstrup, Carl

The Basic Difference in Values Between Short-Term and Long-Term Vocational Education Training Programs at the Community College Level. Final Report.

Lane Community Coll., Eugene, Oreg.
Report No.-Mem-5B-1980-81
Pub Date- 81
Grant-20-650-475
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees, *Community Colleges, Industrial Training, *Program Design, Program Effectiveness, *Trade and Industrial Education, Training, *Training Methods, Two Year Colleges, *Vocational Education
Identifiers-*Short Term Training

A descriptive study was conducted to identify and define different types of short-term vocational education training programs in community colleges and to report on the benefits of the selected short-term programs as compared to the long-term offerings at the respective community colleges. Because this is an unresearched area, this phase I study is not a hypothesis testing study, but a descriptive one intended to generate hypotheses. In addition to a literature review, programs offered in trade and industrial subjects in the Eugene and Portland, Oregon, areas were studied by on-site reviewing of selected training projects at five community colleges and by interviewing a number of providers and users of short-term and long-term vocational education programs. Types of short-term programs found included entry-level courses, occupational preparatory programs, and upgrading programs. Long-term programs included one- and two-year certificate programs, and two-year diploma or associate degree programs. The study concluded the following: first, that both short-term and long-term training programs are meeting crucial needs of trade and industry in different areas; second, that short-term training programs are underdeveloped and underutilized; third, there is a strong need for refining existing guidelines and developing new guidelines which would identify effective models of short-term training programs; finally, there is no clear, concrete model which incorporates both aspects of short-term and long-term training programs. It was recommended that a phase II study be conducted to develop short-term training program guidelines, identify the short-term training needs of trade and industry, develop a practical model of short-term training, and explore incorporating aspects of short-term programs into more traditional long-term programs. (KC)

ED 210 422 CE 030 479

Andreyka, Robert E.

Establishing a CBVE Demonstration Center Site at Ridge Vocational-Technical Center. Final Report, July 1, 1979-June 30, 1980.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-80

Note-216p.; For related documents see CE 030 480-489.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Competency Based Education, Demonstration Programs, *Individualized Instruction, Instructional Materials, *Material Development, Postsecondary Education, Program Development, *Program Implementation, Secondary Education, Teacher Developed Materials, Vocational Schools, *Vocational Training Centers

Identifiers-Open Entry Open Exit, *Ridge Vocational Technical Center FL

The first year of a three-year project focused on planning for establishment of a demonstration site for open entry open exit, individualized competency-based vocational education (CBVE) in Florida. Fourteen specific project tasks were identified. These included documenting the CBVE implementation process; continuing development of student learning guides prepared by the teacher; conducting continuous competency-based staff development; field testing CBVE grading system; reviewing, selecting, and developing mediated learning materials; incorporating the open entry open exit concept; reorganizing facilities for individualized competency-based learning; planning CBVE data management system; planning for year-round school operation; planning for internships and on-site training; publicizing; planning for project years 2 and 3; and evaluating year 1. Fifteen recommendations were made. Products developed were task listings, learning guides, student handbook, booklets, forms, and a slide/tape presentation. The 30-page report narrative is followed by appendixes, including task listings for 17 programs, format for learning guides, listing of learning guides developed, list of staff development activities, sample forms, script for the slide/tape presentation, student orientation handbook, and a booklet on CBVE for vocational educators. (YLB)

ED 210 423 CE 030 480

Orientation and Safety. Student Learning Guide.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-78
Note-32p.; For related documents see CE 030 479-489. Some pages marginally legible.
Pub Type- Guides Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancillary School Services, Attendance, Behavioral Objectives, *Competency Based Education, Grading, Individualized Instruction, *Job Skills, Learning Activities, Learning Modules, Orientation Materials, Postsecondary Education, *Recordkeeping, Safety, *School Orientation, Secondary Education, *Student Records, *Vocational Education, Vocational Schools, Vocational Training Centers

This learning guide is an instructional packet for the task of completing student forms that are required for students entering various programs at Ridge Vocational-Technical Center (RVTC). It identifies rules and regulations that students must follow. For each of the six enabling objectives, some or all of these materials may be presented: learning steps (outline of student activities with necessary resources/materials cited), instruction sheet(s) (some show sample forms), and self-check with answer key. (YLB)

ED 210 424 CE 030 481

Mechanical Drafting. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-80
Note-50p.; For related documents see CE 030 479-489.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, Blueprints, *Competency Based Education, Drafting, *Engineering Drawing, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, *Safety, Secondary Education, *Technical Education, Vocational Education
Identifiers-*Ellipses, Figure Drawing, Florida, *Polygons

These four learning guides are self-instructional packets for four tasks identified as essential for performance on an entry-level job in mechanical drafting. Each guide is based on a terminal performance objective (task) and 2-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include recognizing safe practices, constructing regular polygons and ellipses, and developing drawings for the pattern shop and the machine shop. (YLB)

Welding. Student Learning Guides.
Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-80
Note-209p.; For related documents see CE 030 479-489.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Behavioral Objectives, *Competency Based Education, *Equipment Utilization, *Finishing, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, Secondary Education, *Trade and Industrial Education, Vocational Education, *Welding
Identifiers-Florida, Metal Inert Gas Welding, Tungsten Inert Gas Welding

These 23 learning guides are self-instructional packets for 23 tasks identified as essential for performance on an entry-level job in welding. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include drilling, cutting, shearing, and punching metal; wire brushing; welding outside corner joints, butt joints, single and multiple pass lap joints, 3 pass and 6 pass "Tee" joints, and vee-bend test plates in horizontal, vertical, and overhead positions; welding with low hydrogen electrodes; finishing metal surfaces; assembling tig and mig torches and preparing to weld with them; welding mild steel, stainless steel, and aluminum with tig equipment; and welding mild steel with mig equipment. (YLB)

ED 210 426 CE 030 483

Commercial Foods and Culinary Arts. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-80
Note-248p.; For related documents see CE 030 479-489.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Administration, Behavioral Objectives, *Careers, Competency Based Education, Cooks, *Employment Opportunities, *Food Service, *Foods Instruction, Individualized Instruction, Learning Activities, Learning Modules, Nutrition, *Nutrition Instruction, *Occupational Home Economics, Occupational Information, Performance Tests, Secondary Education, Vocational Education
Identifiers-Florida

These 13 learning guides are self-instructional packets for 13 tasks identified as essential for performance on an entry-level job in commercial foods and culinary arts. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include identifying career opportunities in commercial foods and culinary arts; cooling and serving fried meats, roast, and poultry; braising, broiling, grilling, and garnishing meats; preparing and serving a stew; preparing variations of sandwiches; preparing, frosting, and serving cakes; identifying the various types of management operations; and interpreting a recipe. (YLB)

ED 210 427 CE 030 484

Automotive Mechanics. Student Learning Guides.
Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-80
Note-627p.; For related documents see CE 030 479-489.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-*Auto Mechanics, Behavioral Objectives, *Competency Based Education, Electrical Systems, *Engines, Equipment Utilization, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Maintenance, Measurement Equipment, Metric System, Performance Tests, Repair, Safety, Secondary Education, *Trade and Industrial Education, Vocational Education
Identifiers-Automotive Tune Up, Florida, *Troubleshooting

These 33 learning guides are self-instructional packets for 33 tasks identified as essential for performance on an entry-level job in automotive mechanics. Each guide is based on a terminal performance objective (task) and 1-9 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include balancing tires; diagnosing and repairing front end, power brake assembly, drive lines, ignition system problems; identifying steering, fuel, starting, and charging system components; reconditioning brake system; performing minor tune-up; rebuilding common carburetor; identifying hand tools, safety procedures in the shop, metric units, fasteners, grades, bolts, engine components, ignition components; replacing tires; flaring and splicing tubing; servicing automatic transmission; performing chassis maintenance and inspection; repairing exhaust system; testing cooling system; identifying, servicing, and testing a battery; connecting scope, interpreting patterns, describing scope hook-up, identifying patterns; repairing charging system components; testing charging system with a volt amp tester; and disassembling and reassembling ignition components. (YLB)

ED 210 428 CE 030 485

Parts Marketing. A Student Learning Guide.
Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-80
Note-16p.; For related documents see CE 030 479-489.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Auto Parts Clerks, Behavioral Objectives, Competency Based Education, *Computation, *Distributive Education, Individualized Instruction, Learning Activities, Learning Modules, Performance Tests, *Retailing, Sales Occupations, Secondary Education, *Taxes, Vocational Education
Identifiers-Florida, *Parts Storekeepers, Sales Taxes

This learning guide is a self-instructional packet for one task identified as essential for performance on an entry-level job in parts marketing. The guide is based on a terminal performance objective (task) and two enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. Either a performance test or, more seldom, a written test (with answer key) concludes each guide. The task covered in this guide is figuring sales tax. (YLB)

ED 210 429 CE 030 486

Plumbing and Pipefitting. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-80

Note-322p.; For related documents see CE 030 479-489.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Behavioral Objectives, *Building Trades, *Competency Based Education, Equipment Utilization, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Maintenance, Performance Tests, *Plumbing, Secondary Education, *Trade and Industrial Education, Vocational Education

Identifiers-Florida

These 32 learning guides are self-instructional packets for 32 tasks identified as essential for performance on an entry-level job in plumbing and pipefitting. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include installing lawn sprinkler system and tank type water closet; fabricating a PVC joint; roughing in water, waste, and vent systems; digging and backfilling a trench; cutting cast iron pipe; cutting and threading galvanized pipe; replacing thermostat or heating element on electric water heater, kitchen sink faucet, and/or basket strainers, kitchen sink trap or disposal trap; thawing a frozen pipe; repairing leaking shower valve, waste, and overflow on bathtub, water closet, leaking water faucet or valve; bending, joining, cutting, flaring copper tubing; removing obstruction from main drainline, water closet, kitchen sink trap or disposal trap, lavatory drain; and setting a bathtub. (YLB)

ED 210 430 CE 030 487

Livestock. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-78

Note-306p.; For related documents see CE 030 479-489.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Agricultural Education, *Agricultural Production, *Animal Husbandry, Behavioral Objectives, *Competency Based Education, Diseases, Farm Occupations, *Horses, Individualized Instruction, Learning Activities, Learning Modules, *Livestock, Performance Tests, Pesticides, Safety, Secondary Education, Vocational Education

Identifiers-Florida, *Hogs, Parasitic Infections, Ranching

These 25 learning guides are self-instructional packets for 25 tasks identified as essential for performance on an entry-level job in livestock production. Each guide is based on a terminal performance objective (task) and 1-4 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include operating cattle-restraining equipment; selecting, mixing, applying animal pesticides; branding cattle; identifying breeds of hogs, horses; castrating animals; identifying nutritional needs of beef cattle; selecting beef cattle and hogs for breeding; implanting cattle; training and showing beef cattle; marking animals using ear notches, ear tags, or tattoos; identifying body parts of beef cattle; treating hog and beef cattle diseases and parasites; dehorning cattle; identifying breeds of horses; selecting and judging horses; caring for the horse's foot;

determining age and height of horses; caring for blemishes and unsoundnesses; grooming horses; identifying gaits of horses; identifying safety practices; and formulating a ration using the Pearson Square Method. (YLB)

Business Education. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-80
Note-532p.; For related documents see CE 030 479-489.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Behavioral Objectives, *Business Communication, Business Correspondence, Business Education, *Business English, Competency Based Education, Contracts, Employment Interviews, Equipment Utilization, Filing, Individualized Instruction, *Job Application, Language Usage, Learning Activities, Learning Modules, *Office Machines, *Office Occupations Education, Performance Tests, Portfolios (Background Materials), Recordkeeping, *Reprography, Secondary Education, Telephone Communications Systems, Typewriting, Vocational Education
Identifiers-*Business Law, Florida

These 38 learning guides are self-instructional packets for 38 tasks identified as essential for performance on entry-level jobs in business education. Each guide is based on a terminal performance objective (task) and 1-7 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include processing mail; copying and duplicating; answering incoming and placing outgoing calls; filing and retrieving materials; describing specialized filing and storage systems; classifying crimes and torts; identifying elements of contracts; transfering and discharging contracts; operating IBM memory typewriter, electronic selectric composer, IBM executive typewriter; preparing a resume; writing letters of application; completing application form; participating in job interview; demonstrating knowledge of job success; using dictionary; spelling and defining business and consumer terms; identifying parts of speech; constructing simple sentences; punctuating; composing and typing memorandum and letters of request, transmittal, acknowledgment, and response. (YLB)

ED 210 432 CE 030 489

Clothing Production. Student Learning Guides.

Polk County Board of Public Instruction, Bartow, Fla.; Ridge Vocational-Technical Center, Winter Haven, Fla.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-80

Note-530p.; For related documents see CE 030 479-488.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Behavioral Objectives, *Clothing Instruction, *Competency Based Education, Home Economics, Individualized Instruction, Learning Activities, Learning Modules, *Needle Trades, *Occupational Home Economics, Performance Tests, Secondary Education, *Sewing Instruction, Vocational Education

Identifiers-Embroidery, Florida

These 59 learning guides are self-instructional packets for 59 tasks identified as essential for performance on an entry-level job in clothing production. Each guide is based on a terminal performance objective (task) and 2-5 enabling objectives. For each enabling objective, some or all of these materials may be presented: learning steps (outline of student activities) with necessary resources/materials cited, instruction sheet(s), and self-check with answer key. A performance test and/or a written test (with answer key) concludes each guide. Tasks covered in these guides include sewing a skirt, tie, dress, trousers, lingerie, shirt, pants, jumper, children's clothing; constructing belts, fabric buttons and loops, darts, seams, gathers, shirring, pleats, tucks, pockets, collar and cuffs, facings, interfacing, seam finishes, bound buttonholes; preparing bias; matching plaids and stripes; applying fasteners, elastic, buttonholes, zippers, stay stitching, hem finishes, waistbands, appliques, decorative machine stitching, hand embroidery, linings and underlinings, trims; setting in sleeves; attaching buttons; marking, laying out, cutting fabric; altering a pattern; hemming; preparing fabric; interpreting pattern envelope, guide sheet, and pieces; identifying dyeing and printing methods, fabric construction, fibers, finishes, sewing tools; taking body measurements; pressing garments; and operating sewing machine. (YLB)

ED 210 433 CE 030 498

Fretwell, D. H.

Technology Transfer and Vocational Teacher Training in Developing Countries.

Pub Date-Dec 81

Note-11p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competency Based Education, *Competency Based Teacher Education, *Developing Nations, Economic Climate, Educational Needs, Educational Practices, Educational Trends, *Individualized Instruction, Needs Assessment, Political Influences, Program Development, Student Teaching, Teacher Education, Teacher Education Programs, Teacher Role, *Technology Transfer, Vocational Education, *Vocational Education Teachers

While the vocational instructor can play a major role in assisting the transfer of technology from developed nations, there are some major hurdles involved in training vocational instructors in developing nations. Included among these are the organization of the education system, the political climate of the country, economics, practice teaching, and program development and continuity. While thse hurdles may be considerable, the alternative of long-term importation of instructors is usually not economically or politically palatable to developing nations. Therefore, many developing nations are looking to competency-based individualized instruction (CBII) as a method of enhancing vocational training programs and technology transfer. Some benefits of CBII are its flexibility, cost effectiveness, standardized format, objectivity, self-pacing, motivational factors, and direct relevance to job requirements. While there are major problems in implementing CBII, specific approaches do exist to solve these problems. These include translation of CBII terms to standardize language, inservice training, organization of workshops to guide the use of CBII materials, careful initial costing, development of advanced and alternate courses, and use of varied instructional equipment. (MN)

ED 210 434 CE 030 507

Barnes, Harry M. And Others

Industrial Arts Curriculum Guide Middle School.

Prince George's County Public Schools, Upper Marlboro, Md.

Report No.-PGIN-7690-0704

Pub Date-Oct 81

Note-108p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Objectives, Building Trades, Course Content, *Course Descriptions, *Course Objectives, Curriculum Guides, Energy, Graphic Arts, *Industrial Arts, Instructional Materials, *Learning Activities, Manufacturing, *Middle Schools, Student Evaluation, Teaching Guides, Teaching Methods, Transportation, Visual Aids

This guide contains information needed for teaching the required seventh and eighth grade industrial arts exploration course in the middle schools of Prince George's County Public Schools, Upper Marlboro, Maryland. Introductory activities are included for the four broad high school areas of graphic communications, manufacturing, energy and transportation, and construction. The curriculum guide is organized into four sections. The first section describes the mission of industrial arts in the middle school program. Section 2 provides suggestions for using the middle school schedule effectively, and for accommodating all students in a required course. The remaining two sections present the information used by teachers in implementing the seventh and eighth grade courses. For each level, course descriptions, course objectives, instructional strategies and resources, plans for teacher direction and student participation, and student evaluation information are included. Appendixes to each grade level course contain worksheets, quizzes, handouts, transparency masters, learning activity packages, and evaluation record sheets. (KC)

ED 210 435 CE 030 511

Baker, Meryl S. Huff, Kent H.

The Evaluation of a Job-Oriented Basic Skills Training Program Interim Report, July 1979-July 1981.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-82-14
Pub Date-Nov 81
Note-29p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Curriculum Development, *Dropouts, *Educationally Disadvantaged, *Job Training, Learning Problems, *Military Training, Minority Groups, *Program Effectiveness, Program Evaluation, Student Attrition, Technical Education, Vocational Education, Vocational Schools
Identifiers-*JOBS Program, Navy

The Job-Oriented Basic Skills (JOBS) program was evaluated to determine whether it could compensate for skill deficiencies of lower aptitude personnel so that they could successfully complete Navy technical schools and perform to standard in the fleet. JOBS curricula were developed for four content strands (aggregations of 12 Class A'' schools based on common content and prerequisite skill and knowledge requirements). Volunteer recruits (N 2212) were randomly assigned to two groups: JOBS direct-track, who entered JOBS training immediately following recruit training, and JOBS delayed-track, who first completed apprenticeship and time in the fleet. Data collected from the two groups were compared with that from a fleet control group with two A'' school-qualified groups who attended A'' school with the JOBS groups.

The JOBS groups included twice as many minorities. There were no significant differences in test performance between JOBS direct- and delayed-track students. Overall attrition for JOBS groups from A'' schools was twice that for comparison groups. In general, JOBS students took longer to complete training and scored lower on end-of-course comprehensive tests. The JOBS program appeared to have potential for attenuating Navy technical manpower shortages and contributing to minority upward mobility. (YLB)

Fellenz, Robert A. And Others

Individual Development and Adult Basic Education: A Student Follow-up.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Texas Education Agency, Austin. Div. of Adult and Continuing Education.
Pub Date-81
Grant-TEA-11320102
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Academic Aspiration, *Adult Basic Education, Followup Studies, Human Relations, *Individual Characteristics, *Individual Development, *Individual Needs, Interpersonal Competence, Job Search Methods, Motivation, *Outcomes of Education, Problem Solving, Self Concept, *Student Attitudes, Success, Teacher Characteristics
Identifiers-Consumer Skills

A follow-up study examined the life and educational histories of selected adult basic education (ABE) students and the perceived impact of such experiences on their personal growth. Interviewed survey participants were asked about the effect of ABE on the following areas of their lives: self-image, attitudes towards life, self-direction, ability to relate to people, working with others, problem solving, attitude towards learning, competing for jobs, consumer skills, meeting one's own goals, and learner success. While most of those interviewed expressed a need to enhance their self-concept, their attitude towards life was surprisingly optimistic. Many interviewees evidenced a dependency on and difficulty in relating to others and difficulty in solving problems. Although most study participants were uncertain about their ability to compete successfully for jobs, they felt that ABE considerably sharpened their consumer skills and helped them reach their personal goals. In general, they wanted more educational programs, increased support services, and more teachers who could assess learner needs and interests and make learning easier yet more challenging. (MN)

ED 210 437 CE 030 544

Sanders, Carol S.

Systematic Dissemination of Research and Development Program Improvement Efforts.

Pub Date-Dec 81
Note-10p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 7, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Higher Education, *Information Dissemination, Information Networks, *Institutional Cooperation, Institutional Role, *Program Improvement, Research Design, Research Methodology, Research Projects, Research Proposals, *Research Utilization, Secondary Education, *Vocational Education
Identifiers-Illinois

A systematic approach to disseminaton of vocational education research and development program improvement efforts is comprehensive, effective, and efficient. Systematic dissemination is a prerequisite link to assessing impact of research and development for program improvement to occur, successful dissemination is crucial. A systematic approach to dissemination requires an operational definition of dissemination; development of individual dissemination plans; and coordination, cooperation, and collaboration among persons involved in the dissemination process. To promote use and consequently program improvement, dissemination activities must be planned, conducted, and followed-up. Dissemination planning is continuous; it must be incorporated in project proposals, revised as needed during the course of the project, and stepped up at the conclusion of the project so that project results do not become one more report on a recipient's bookshelf. All persons involved in the dissemination process funding agency staff, project staff, networks/agencies that link funders/developers and target audiences, and target audiences must cooperate. Each of these groups has its own role, and each reaps particular benefits from the dissemination effort. Further information on vocational education research and development dissemination can be found in the Illinois Research and Development Section's Dissemination Planning Outline'' in the Request for Program Improvement Proposals in Vocational Education.'' (KC)

ED 210 438 CE 030 546

Russell, Earl B.

Staff Development for Implementing Dissemination and Impact Assessment Systems.

Pub Date-Dec 81
Note-9p.; Paper presented at the Annual Conference of the American Vocational Association (Atlanta, GA, December 7, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Educational Research, *Information Dissemination, Inservice Education, Instructional Materials, Linking Agents, Material Development, Objectives, Position Papers, Program Descriptions, *Program Development, Program Evaluation, *Staff Development, *State Programs, *Vocational Education

Because linkages between dissemination and the impact assessment systems are necessary to the effective implementation of research and development activities in the area of vocational education, the Department of Adult, Vocational, and Technical Education of the Illinois State Board of Education and staff from the University of Illinois will collaborate on a staff development program to facilitate such linkages. The program will involve staff development activities both for dissemination system staff and for impact assessment staff. Designed to focus on the roles and responsibilities of dissemination staff in implementing and administering the system and on ways of improving staff collaboration, the dissemination staff development aspects of the program will consist of a series of inservice sessions for funding agency staff members, project staff, and linkers; also planned is the development of a dissemination manual for use at the inservice sessions. Objectives of the impact assessment system staff development dimension of the program are to prepare staff development materials covering facilitation of impact assessment and to conduct inservice activities for funding agency and project staff members. Also to be conducted are follow-up activities to obtain feedback on the inservice activities and staff development materials. (MN)

ED 210 439 CE 030 576

Schumacher, Ilsa And Others

Limits to Productivity: Improving Women's Access to Technology and Credit.

International Center for Research on Women, Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Bureau for Program Policy and Coordination.
Pub Date-May 80
Contract-AID/OTR-C-1801
Note-68p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Change Strategies, *Credit (Finance), Cross Cultural Studies, *Cultural Influences, Cultural Interrelationships, *Developing Nations, Economic Development, *Females, Financial Problems, Policy, Poverty, Productivity, Sex Bias, Sex Discrimination, Social Change, Social Problems, *Technological Advancement, Technology

While there is significant variation in women's economic participation rates across cultures and situations in Third World countries, the common features in work patterns of poor women are striking. Segmented labor markets predominate throughout the developing world and restrict the demand for female labor to subsistence activities or to jobs in sectors of the market economy with low pay and status, limited tenure, and few chances for upward mobility. Low income women are most often engaged in household and market work, which is time consuming, inefficient, and intermittent; and their activities use few modern tools and skills and entail little or no capital investment. Poor working women, more than men, lack the benefits of productive resources, which increase productivity and economic returns to labor. This occurs because of women's place in the structure of technology and credit use women are not in a position to have access to these productive resources in their modern forms. Women do not demand modern technology and credit because of several factors: lack of information concerning the availability of credit or technology; limited opportunity for profitable investments; cultural constraints that restrict women in interacting with male bank officials or extension agents; and lastly, women's lack of control over other economic resources, such as land or other property, which realistically prevents them from demanding their resources. Policy changes need to be made to improve women's access to technology and credit in the Third World both through general development of resources and through specific strategies to help women. (Such strategies are suggested in this report.) (KC)

ED 210 440 CE 030 595

Shatz, Susan And Others

Actions for Change: A Planning Guide for Occupational Equity.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date-Sep 81
Note-37p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Administrator Guides, Budgeting, Change Strategies, *Educational Planning, Educational Policy, *Equal Opportunities (Jobs), Federal Legislation, Information Dissemination, Learning Activities, Nontraditional Occupations, Program Administration, Program Content, *Program Development, *Program Implementation, Publicity, School Districts, Self Evaluation (Groups), Sex Bias, Sex Discrimination, *Sex Fairness, Sex Stereotypes, State Programs, *Vocational Education
Identifiers-New York, Title IX Education Amendments 1972, Vocational Education Amendments 1976

This guide is designed to assist administrators in planning and implementing strategies to eliminate sex bias, sex stereotyping, and sex discrimination in occupational education programs in New York State where such exist. Discussed first are the provisions of the Vocational Education Amendments of 1976 and Title IX of the Education Amendments of 1972. New York State policies pertaining to administration of occupational education and assuring sex equity are outlined. Following a description of steps involved in developing a plan of action to eliminate sex bias and stereotyping, a sample plan format is provided. Included in a section of suggested strategies for achieving equity in educational and employment opportunities are activities in the following areas: creating awareness of programs to achieve sex equity, collecting and disseminating data on the status of students and employees in vocational education programs, developing plans to correct existing problems, reviewing and planning expenditures, monitoring implementation of sex discrimination laws, reviewing current programs, promoting expansion of nontraditional occupational opportunities in the community, disseminating information pertaining to elimination of sex bias in vocational education, reviewing self-evaluation required by Title IX, and developing plans for acheiving sex equity in vocational education. A resource list is also provided. (MN)

ED 210 441 CE 030 596

Brustein, Michael: And Others

Manual on Civil Rights in Vocational Education.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Pub Date-Jun 81
Note-146p.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Age Discrimination, *Civil Rights, *Civil Rights Legislation, *Compliance (Legal), Disabilities, Equal Education, Ethnic Discrimination, Federal Legislation, Postsecondary Education, Racial Discrimination, Secondary Education, Sex Discrimination, Sex Fairness, Social Discrimination, *State Standards, *Vocational Education
Identifiers-*New York

This guide provides vocational education administrators with resource information and explanations of various requirements of the Federal Civil Rights legislation as it relates to vocational education. It is intended to clarify the relationship of the Standards to the vocational education civil rights compliance program in New York. (The Standards set forth civil rights laws governing vocational education and how these laws specifically apply to vocational education in New York.) Following an introduction, section 2 considers purpose of the Standards, reason for their development, their development, development of the Methods of Administration, reasons vocational education is receiving special civil rights attention, relationship between Office for Civil Rights' Guidelines and sex equity provisions of the Vocational Education Act, and age discrimination as covered by the Standards. Each of the six sections comprising the Standards is overviewed in section 3; section 4 discusses major provisions. Compliance is briefly addressed in section 5. Section 6 contains the text of the Standards. The statutory, regulatory, or other legal authority for each provision is cited. Examples illustrate how specific provisions may apply to recipients. Sources of information and documents are listed that are useful in determining whether recipients are complying with the standards. Definitions are appended. (YLB)

ED 210 442 CE 030 597

Cooperative Agricultural Education. Teacher/Coordinator Handbook.

New York State Education Dept., Albany. Bureau of Agricultural Education.
Pub Date-81
Note-37p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Education, Agricultural Occupations, *Cooperative Education, Employment Opportunities, High Schools, Instructor Coordinators, Job Skills, Needs Assessment, Program Development, *Program Implementation, Recordkeeping, School Business Relationship, Secondary Education, Student Records, Student Recruitment, Supervised Farm Practice, Teacher Role, *Vocational Education, Vocational Education Teachers, Work Experience Programs
Identifiers-Supervised Occupational Programs

This guide provides the agriculture teacher or cooperative coordinator with an overview of and information on planning and operating cooperative agricultural education programs. Introductory materials discuss supervised occupational experience (SOE) in general and cooperative agricultural education in particular and compare components of three types of SOE in agriculture. The section on program planning considers these topics: role of work experience coordinator and teacher, initiating a program (guidelines, registration requirements, program planning), jobs in agriculture, and determining agricultural employment needs. Areas covered in the section on program operation include recruiting students, locating agricultural employers, providing related instruction, hazardous occupations, unique characteristics of agricultural employment, minimum wage standards, agriculture skills and competencies, training plans, training agreements, evaluation, agricultural experience records, and youth leadership opportunities. Appendixes contain these sample forms: training plan, training agreements (work experience and business enterprise), employer rating form, and employability profile. (YLB)

ED 210 443 CE 030 601

Hawley, Al And Others

T.I.P.S. for New CETA Instructors from Experienced CETA Instructors. A Manual.

Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Spons Agency-Georgia Employment and Training Council, Atlanta.

Pub Date-Jul 81

Note-95p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, Classroom Techniques, *Federal Legislation, Federal Programs, Job Training, Orientation Materials, *Program Descriptions, Resource Materials, *Student Characteristics, *Teaching Methods, Work Experience Programs

Identifiers-*Comprehensive Employment and Training Act, Georgia

This manual provides the new Comprehensive Employment and Training Act (CETA) training program instructor with resource information and teaching/instructional techniques found successful by other CETA instructors. Chapter 1 addresses questions related to CETA procedures, jargon, and relationships between agencies. Specific areas covered include the purpose of CETA, abbreviations and definitions, funding and titles, administation and authority, contractional relationship, allowance payments, referral procedures, and forms. Chapter 2 presents background information concerning the characteristics of CETA students. A number of these characteristics are described in detail, teacher observations are provided, and teaching suggestions are made. Behavior modification and counseling CETA students are briefly considered. Chapter 3 suggests specific ways to be a good CETA teacher. Topics addressed are knowing the program, understanding how students learn, setting and communicating objectives, organizing information (developing unit and lesson plans), presenting information effectively, evaluation, training students to become good employees, and teaching practices to avoid. Appendixes include course outlines, bibliographies of instructional material, and lists of suggested equipment for basic and employability skills, clerical office aide, and facility maintenance worker. (YLB)

Staff Development Manual for Vocational Personnel.
Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date-81
Note-44p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Credits, Inservice Education, Job Skills, Leadership Training, Postsecondary Education, Program Descriptions, Pupil Personnel Workers, *Staff Development, Teacher Evaluation, Teacher Improvement, Vocational Directors, *Vocational Education, Vocational Education Teachers
Identifiers-Georgia

This manual for use by vocational administrators, local system staff development coordinators, and teacher educators describes the state staff development program for vocational personnel, including rationale, structure, and procedures for such programs. It is also designed to establish an organized channel of communication for disseminating information about new and existing programs to all affected personnel and to describe procedures and requirements for receiving staff development unit (SDU) credit. The first section describes the Georgia State Vocational Personnel Development Plan. Areas covered are organizational structure, delivery of services, typical programs, needs assessment, student goals, educational improvements, and program format and abstracts. Section 2 focuses on processes and procedures for acquiring SDU credit. It looks at required forms, local educational agency approval of participants, completion of preparation phase, implementation of educational improvements, on-the-job performance phase, qualifications of evaluations, request for certification credit, and the State Vocational In-service Conference. The SDU process is then summarized. Section 3 lists responsibilities for obtaining credits of the participant, instructor, evaluator(s), supervisor, and State Vocational Personnel Development Coordinator. Appendixes, amounting to over one-half of the manual, include the SDU credit approval process, summary list of Vocational Personnel Development Programs, and sample forms. (YLB)

ED 210 445 CE 030 604

Youth Education and Employment, A Comprehensive Approach.
New York State Education Dept., Albany.
Pub Date-81
Note-32p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies, Coordination, Educational Cooperation, Educational Needs, *Educational Policy, Employment Potential, *Employment Programs, Job Skills, *Job Training, Needs Assessment, Policy Formation, Program Development, Services, Skill Development, State of the Art Reviews, *State Programs, Transitional Programs, *Unemployment, *Youth Employment
Identifiers-*New York

This draft statement outlines the issues to be discussed at a series of invitational conferences to consider policies and proposals regarding youth education and employment in New York State. It consists of three sections. In section 1 a general description of the problem of youth unemployment is provided. Section 2 examines a framework for action in three basic areas of state policy: creation of more jobs available to youth; acquisition of skills needed to find and hold a job; and provision of support services needed by youth to accomplish their transition to adulthood. Included among the specific program alternatives, improvements, and innovations set forth in section 3 are proposals pertaining to the following topics: (1) job creation (programs to provide business skills, youth enterprises, internships, cooperative education programs, youth service corps); (2) employability skills (basic skill training for in- and out-of-school youth, dropout prevention programs, career education, cultural education); (3) support and transition services (multi-service centers, in-school employment programs, coordinated career and education counseling, summer vocational exploration programs, expanded child care services, referral services); and (4) coordination of youth education and employment programs (an interagency youth education and employment task force, regional advisory councils). (MN)

ED 210 446 CE 030 608

Kentucky Mine Safety Training Program. Trainee Handbook Underground.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Sep 81
Note-173p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Accident Prevention, Adult Vocational Education, Federal Legislation, Health, Injuries, Job Skills, *Job Training, Learning Modules, *Minimum Competencies, Postsecondary Education, *Safety, *Safety Education, Safety Equipment, State Legislation
Identifiers-Kentucky, *Mining, Occupational Safety and Health

This trainee handbook is designed for a course to prepare workers with safety competencies in order to meet Kentucky mandatory mine safety requirements before entering mines in Kentucky; it is also intended for workers who have been on the job less than 90 days. The guide is organized into 14 chapters. Topics covered in the mine safety training program include the use of the self-rescue device; introduction to mining; authority and responsibility of supervisors (authority chains); entering and leaving mines; mine map, escapeways, emergency evacuations, and barricading; roof control and ventilation plans; rock dusting, first aid; electrical hazards, moving equipment; accident prevention; explosives; health and safety standards, gases; miners' rights and obligations and federal mine safety laws. Each topic is outlined, illustrated where appropriate, and includes a glossary of terms. (KC)

ED 210 447 CE 030 611

Kentucky Vocational Staff Industry Exchange Program Handbook.
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-81
Note-56p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides, Education Work Relationship, Faculty Development, Guidelines, Inservice Teacher Education, Postsecondary Education, Program Development, Program Improvement, School Business Relationship, *Teacher Exchange Programs, *Vocational Directors, *Vocational Education, *Vocational Education Teachers, *Work Experience Programs
Identifiers-*Kentucky Staff Industry Exchange Program

The Staff Industry Exchange Program is a state-operated and funded program for all vocational teachers and administrators in Kentucky. The program is designed to enable vocational teachers and administrators to gain short-term, up-to-date work experience. As a result of a study of the program, this guide was developed to facilitate program improvements. The guide is intended to help vocational administrators and teachers to specifically identify the steps and procedures essential for a quality program of staff exchange. The guide is divided into five major phases: (1) getting involved in the staff exchange program eligible personnel, self-assessment, writing specific objectives; (2) applying for staff exchange, including planning a work schedule and securing approval; (3) the staff exchange work experience daily life on the job; (4) staff exchange outcomes implementing staff exchange work experience into the instructional program; and (5) evaluation of results of staff exchange activities. An index and a glossary appear at the beginning of the guide, while all suggested and required forms for staff exchange are included in the appendix. Also included is a list of the duties and responsibilities for people who carry out program activities. (KC)

ED 210 448 CE 030 612

Steenhausen, Nancy E., Ed. And Others

Implementation of a Regional Communications and Planning Model. Project Report. Information Series No. 14.

Indiana Univ., Bloomington. Vocational Education Services.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-81

Note-53p.

Available from-Vocational Education Services, 840 State Road 46 Bypass, Room 111, Indiana University, Bloomington, IN 47405 ($2.00).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agency Cooperation, *Communication (Thought Transfer), Communications, Community Cooperation, Community Involvement, *Cooperative Planning, *Educational Planning, *Institutional Cooperation, Models, Postsecondary Education, Program Development, *Program Effectiveness, Program Implementation, Publicity, School Community Relationship, Secondary Education, *Vocational Education

Identifiers-Indiana (South)

A three-year project to develop and implement a regional planning and communications model for vocational education was conducted in the River Hills Region of southern Indiana. The project attempted to facilitate communications and coordinate the efforts of educational institutions, community agencies, and employers in providing efficient vocational education tailored to community, employer, and student needs. The River Hills model consisted of three major components the organization and leadership component, the communications component, and the planning component. Methods used to develop and implement each component included publications, surveys, training presentations, and advisory councils. The project experienced many problems in developing communication links among regional educational institutions, and found the development of regional planning to be a large task, left unfinished at project completion. The major accomplishment of tne project was to facilitate communications between educational institutions and community agencies, thereby fostering the idea that the economic well being of the region can be addressed through the cooperative efforts of representatives from these agencies. (Author/KC)

Treiman, Donald J., Ed. Hartman, Heidi I., Ed.
Women, Work, and Wages: Equal Pay for Jobs of Equal Value.
National Academy of Sciences - National Research Council, Washington, D.C.
Spons Agency-Equal Employment Opportunity Commission, Washington, D.C.
Report No.-ISBN-0-309-03177-X
Pub Date-81
Note-147p.
Available from-National Academy Press, 2101 Constitution Ave., N.W.,

Washington, DC 20418 ($8.75).
Pub Type- Information Analyses (070) - Reports - Research (143) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, Educational Attainment, *Employed Women, Employment Practices, Equal Opportunities (Jobs), *Evaluation Criteria, Evaluation Methods, Institutional Characteristics, Institutional Role, Labor Force, Literature Reviews, *Personnel Evaluation, Personnel Policy, Salaries, *Salary Wage Differentials, Sex Bias, Sex Differences, *Sex Discrimination, Trend Analysis, Wages, Work Experience
Identifiers-Comparable Worth, *Job Evaluation, Private Sector, Public Sector

In order to determine whether methods of job analysis and classification currently used are biased by traditional sex stereotypes or other factors, a committee assessed formal systems of job evaluation and other methods currently employed in the private and public sectors for establishing the comparability of jobs and their levels of compensation. A review of sociological and economic literature shows that some differences in the characteristics of workers and in jobs do form a legitimate basis for wage differentials. Nevertheless, there exists a pervasiveness of occupational and job segregation by sex. Given the current operation of the labor market and the existence of a variety of factors that permit the persistence of earning differentials between men and women (e.g., labor market segmentation, job segregation, and employment practices), it would seem that intentional and unintentional discriminatory elements enter into the determination of wages and are not likely to disappear. Use of a job evaluation system is one possible remedy to this situation. While the subjectivity of job evaluation makes job evaluations less than perfect vehicles for resolving pay disputes, they can serve to identify potential wage discrimination. (MN)

ED 210 450 CE 030 614

Business Education Course Descriptions. Course Descriptions for the Improvement of Business Education.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date-81
Note-86p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accounting, Bookkeeping, Business Administration, Business Communication, Clerical Occupations, Computers, Consumer Economics, Course Content, *Course Descriptions, *Course Objectives, Data Processing, Economics, Office Machines, *Office Occupations Education, Office Practice, Programing, Recordkeeping, Secondary Education, Secretaries, Shorthand, Student Evaluation, Typewriting

Identifiers-Business Law, Business Mathematics

Course descriptions are provided for 22 courses in the area of business education. Each description contains the following information: purpose, course objectives, outline of course content, list of optional topics, recommended types of evaluation, prerequisites, areas of interest, and curriculum sequence (grade level at which it should be offered, number of semesters). These courses are included: Accounting I and II, Business Communications, Business English, Business Law, Business Machines, Business Mathematics, Business Organization and Management, Careers, Computers and Society, Computer Programming, Consumer Economics, Economics, General Business, Introduction to Business, Office Procedures, Recordkeeping, Secretarial or Stenographic Procedures, Shorthand I and II, and Typewriting I and II. (YLB)

ED 210 451 CE 030 617

Hoeschler, Parki, Comp.

Vocational Education: The Role of Women and Men in the Reindustrialization of America. Conference Proceedings (Columbus, Ohio, April 8-10, 1981).

American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.; ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Jul 81

Contract-300-80-0553

Note-138p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Developed Nations, Educational Planning, Employed Women, Evaluation Criteria, Federal Government, Females, Financial Support, Government Role, *Industrialization, Males, Mathematics, Postsecondary Education, Program Evaluation, Program Implementation, Racial Discrimination, School Business Relationship, *School Role, Secondary Education, Sex Discrimination, *Sex Fairness, Sex Role, Social Discrimination, *Statewide Planning, *Technical Assistance, *Vocational Education, Workshops

Identifiers-Economic Trends, Monitoring, Networking, Networks (Persons), *Reindustrialization

Five papers, three panels, and descriptions of six technical assistance workshops are presented from a national conference for sex equity coordinators and directors of vocational education for each state. The first section contains the five papers addressing the topics of vocational education's role in reindustrialization from one of five perspectives: historical, economic, planning, evaluation, and business. Papers focus on a history of working women, economic trends, critical issues in planning, developing criteria for sex equity programs, and economic/business recovery and education. A fact sheet following each paper summarizes major points. The second section includes three panel discussions expanding on two topics planning and political perspectives. Titles of the first two are Implementing State Planning (4 presentations) and The Political Perspective on Reindustrialization (4 presentations). The third panel presents comments from the State Directors of Vocational Education. The third section presents descriptions of six technical assistance workshops (with information and materials used). Topics include mathematics as a basis of vocational education; promoting race and handicap equity; funding, implementing, and monitoring effective sex equity programs; survival strategies for postsecondary vocational education programs; political, social, and economic factors influencing progress of sex equity; and effective use of available state vocational education data. The agenda is appended. (YLB)

ED 210 452 CE 030 620

Everett, Susan F. Williams, David L.

Management Activities Applied in Agricultural Teacher Education.

Pub Date- 81

Note-11p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, *Administrator Attitudes, *Agricultural Education, Demography, Higher Education, Leadership, Management Systems, National Surveys, Organization, Personnel Evaluation, Personnel Management, Planning, *Preservice Teacher Education, Program Administration, Program Content, Program Development, Program Evaluation, Program Implementation, Questionnaires, Staff Development, Staff Orientation, Staff Utilization, Supervision, Teacher Attitudes, *Teacher Education Programs

Identifiers-*Management Practices

A study examined the level of importance and the level of implementation of management functions and activities in agricultural teacher education programs as perceived by program leaders and program staff. One hundred respondents (one program leader and one program staff member from each of fifty four-year institutions throughout the United States) completed a two-part mail questionnaire Solicited by the questionnaire was demographical information about the population of program leaders, staff, their agricultural education programs, and their institutions as well as information pertaining to the level of importance and the level of implementation of five management functions, including planning, organizing, staffing, directing, and controlling. Each of these functions contained four management activities for a total of 20 items rated using a nine-point Likert-type rating scale. Agricultural teacher education program leaders and staff agreed that all five management functions and the 20 management activities were important and were being implemented in their respective programs. The respondents also generally agreed that planning and staffing were the most important functions. Also considered to be of prime importance were planning program goals and policies and securing support for planned programs. Recommendations were made calling for further studies. (MN)

ED 210 453 CE 030 621

Rassen, Rachel L.

Designing an Energy Education Curriculum in Productive Conservation for Vocational Education Students.

Pub Date-Dec 81
Note-11p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conservation Education, *Curriculum Design, Educational Needs, *Energy Conservation, Fused Curriculum, Guidelines, Instructional Design, Instructional Materials, *Material Development, Needs Assessment, *Vocational Education
Identifiers-*Energy Education

Current energy shortages have created the need for educational programs to prepare tomorrow's consumers and workers for occupations that are more responsive to the realities of the energy situation. Particularly needed is an energy program stressing productive conservation. (Productive conservation emphasizes using less energy to perform the same amount of work and is distinguished from the approach that views conservation as curtailment.) Because of the shortage of current and appropriate instructional materials, a new energy awareness and conservation project entitled Energy Awareness and Conservation: You Make the Differences,'' was undertaken to design an energy education curriculum that would mesh with ongoing educational activities and that would be compatible with existing courses and vocational training programs. The materials developed included two introductory motivational modules, an activity package for classroom use, and reference guides describing exemplary conservation activities. In addition, a series of guidelines were formulated for use by those involved in curriculum development efforts. Included among these guidelines were suggestions for assessing the need for materials, targeting materials, designing materials to complement ongoing instructional activities, providing for future modification, and formulating dissemination plans. (MN)

ED 210 454 CE 030 626

Harris, Everett Kendall, Elizabeth

Do You Read Me? Prevocational-Vocational Reading Development Activities.

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date-Dec 81
Note-157p.
Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 ($10.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Content Area Reading, *Learning Activities, *Reading Games, *Reading Improvement, *Reading Skills, Reading Tests, Secondary Education, Socialization, Vocabulary Skills, *Vocational Education, Word Recognition

The reading development activities contained in this guide were created to assist vocational and prevocational teachers in working with students who are reading below their grade level. The activities were developed and used by practicing teachers in West Virginia during a summer institute and fall practicum. The reading activities use vocational and prevocational content to assist students with comprehension, vocabulary, word recognition, and socialization. They also were designed to help enrich the daily routine and assist in motivating students. Evaluation activities for teachers to use to diagnose students' reading problems also are included. Content areas include business, environment, industrial, and service. Most of the activities are games, and a key to them is provided, along with a bibliography. (KC)

ED 210 455 CE 030 627

Selman, Mary And Others

English as a Second Language for Adults: A Curriculum Guide.

British Columbia Dept. of Education, Victoria.

Pub Date-81

Note-1,116p.

Available from-Publication Services Branch, Ministry of Education, 878 Viewfield Rd., Victoria, British Columbia, Canada V9A 4V1 ($10.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF08/PC45 Plus Postage.

Descriptors-*Adult Education, Behavioral Objectives, *Communicative Competence (Languages), Curriculum Guides, Dialogs (Language), *English (Second Language), Foreign Countries, Immigrants, Learning Activities, Lesson Plans, Non English Speaking, *Second Language Instruction, Student Evaluation, Units of Study

Identifiers-Canada

To help improve English as a Second Language (ESL) programs for adult learners, this curriculum guide provides informative materials for the teacher and 30 sections of lessons suitable for adaptation by the teacher. Teacher information includes materials on language teaching and learning, use of the guide, needs assessment, adapting lesson plans, getting started with beginners, special problems in ESL classes, assessment for placement, resources, and an excerpt on language functions. Each of the 30 sections is developed around a language function (asking, clarifying and correcting, identifying, reporting). In each section six units outline realistic situations in which the functions operate and which relate to each of the six different adult roles for which the learners need English (consumer, citizen, community member, worker, learner, family member). Each section contains a unit outline for one adult role, sample lesson for the unit (objectives, skills, process, and devices), five unit outlines (one for each of the other roles), and a summary of the situation with the accompanying language and cultural components. Representative unit titles are It Was a 20'' Colour T.V.,'' I Had an Operation for Appendicitis in 1972,'' So, Never on an Empty Stomach,'' and Whose Crew Were You On?''. (YLB)

Crawford, Glinda B. And Others
Employment and Training Needs of Independent Living Paraprofessionals in North Dakota. Final Report. Research Series.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; North Dakota Univ., Grand Forks.; Office of Education (DHEW), Washington, D.C.
Report No.-RR-107
Pub Date-1 Jun 81
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accessibility (for Disabled), Career Development, Competence, *Daily Living Skills, *Developmental Disabilities, *Educational Needs, Employment Opportunities, *Homemakers, *Inservice Education, Job Skills, Normalization (Handicapped), Occupational Information, *Paraprofessional Personnel, Postsecondary Education, Residential Care, Self Care Skills, Social Services, Staff Development
Identifiers-North Dakota

A study was conducted to determine the employment and training needs of rehabilitation homemaker paraprofessionals in North Dakota on the basis of program development. A survey instrument was developed from a review of the literature and input from a panel of advisors, and administered to 15 supervisors and 27 paraprofessionals at agencies that received state funds to teach independent living skills to developmentally disabled persons. Forty-six of the survey's 51 listed job skills were identified by the supervisors and/or paraprofessionals. Supervisors targeted 21 job skills as inservice training needs. Those most strongly identified related primarily to general skills: understanding the handicapping condition, observing and evaluating behavior, developing ways to teach, and knowledge of medical concerns. Highest areas related to training for independent living skills were protection of rights, appropriate sexual expression, and use of first aid. Recommendations made as a result of the study included the following: (1) those job skills and training needs that were identified should provide a basis for preservice education; (2) training programs should include an independent living training component; (3) a long-term, self-sustaining training system should be developed; (4) preservice training programs should be based on common competencies needed by special education teacher aides and houseparents; (5) state licensure specifications should provide incentives for training paraprofessionals; and (6) training should be field-based and problem-centered. (KC)

ED 210 457 CE 030 644

Albracht, James, Ed.

Animal Science Basic Core Curriculum. Kansas Postsecondary Farm and Ranch Management Project.

Kansas State Univ., Manhattan. Coll. of Education.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date- 80
Note-1,012p.; For related documents see CE 030 645 and ED 199 475.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF07/PC41 Plus Postage.
Descriptors-*Agricultural Education, Agricultural Production, *Animal Husbandry, *Core Curriculum, Course Objectives, Curriculum Guides, *Farm Management, Instructional Materials, Learning Activities, *Livestock, Postsecondary Education, Transparencies

Thirty-six units of instruction are included in this core curriculum in animal science for postsecondary farm and ranch management programs. Units of instruction are divided into seven instructional areas: (1) Livestock Types, (2) Livestock Programs, (3) Nutrition, (4) Animal Health, (5) Animal Breeding, (6) Animal Improvement, and (7) Livestock Facilities. Each unit follows a typical format that includes terminal objectives, specific transparency masters, assignment sheets, and tests.

(BPB)

ED 210 458 CE 030 645

Albracht, James, Ed.

Farm Management Basic Core Curriculum. Kansas Postsecondary Farm and Ranch Management Project.

Kansas State Univ., Manhattan. Coll. of Education.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date- 80

Note-837p.; Not available in paper copy due to colored paper. For related documents see CE 030 644 and ED 199 475.

Available from-Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Education, *Agricultural Production, *Core Curriculum, Course Objectives, Curriculum Guides, Farmers, Farm Labor, *Farm Management, Instructional Materials, Learning Activities, Marketing, *Money Management, Postsecondary Education, Recordkeeping, Taxes, Transparencies, *Vocational Education

Thirty-five units of instruction are included in this core curriculum in farm management for postsecondary farm and ranch management programs. Units of instruction are divided into 12 instructional areas: (1) Introduction to Financial Management, (2) Farm Business Arrangement, (3) Credit Management, (4) Budgeting, (5) Recordkeeping, (6) Record Analysis, (7) Labor Management, (8) Marketing, (9) Tax Management, (10) Risk Management, (11) Farm Business Center, and (12) Estate Planning. Each unit follows a typical format that includes terminal objectives, specific objectives, suggested activities, instructional materials, information sheets, transparency masters, assignment sheets, and tests with answer sheets. (BPB)

ED 210 459 CE 030 646

Mid-Management Guide for Post Secondary Marketing and Distributive Education. AVTS and Community College.

Emporia State Univ., Kans.
Pub Date-Jun 81
Note-42p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Education, Administrator Guides, *Business Administration, *College Curriculum, *Community Colleges, Competence, Competency Based Education, Course Content, *Course Descriptions, Courses, Curriculum Design, Curriculum Guides, Curriculum Research, Management Development, *Middle Management, Regional Schools, Technical Institutes, Two Year Colleges, Vocational Education, *Vocational Schools

This curriculum guide is intended to aid community colleges, area vocational technical schools, and other institutions that provide mid-management educational programs in the state of Kansas to eliminate duplication between various institutions and to provide standard titles and standard content from institution to institution. Following an introduction, the curriculum guide is divided into the following parts: (1) an overall mid-management common core curriculum as the basis for all mid-management programs; (2) the mid-management-related competency core competencies essential to mid-management that are not necessarily management courses: communication, mathematics, and human relations; (3) the overall mid-management curriculum, including the summary of the core curricula, the specialized courses, and the general education requirements for a two-year maximum program of 62 credit hours; (4) the mid-management specialized core, in three general areas production and manufacturing, marketing and retailing, and service; (5) a sample curriculum for one- and two-year programs; (6) suggested course descriptions for the core curricula courses and for at least part of the marketing and retailing specialized cores. Course descriptions contain the course names, the typical length of the course, alternate titles, examples of course content, prerequisites, and the typical level offered either freshman or sophomore. (KC)

ED 210 460 CE 030 665

Surveying and Planning for Needed Curriculum and Instructional Material for Health Occupations Exploratory Programs. Research Project in Occupational Education. Final Report.

Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date-30 Jun 81
Note-59p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Allied Health Occupations Education, Annotated Bibliographies, *Curriculum Development, Educational Demand, *Educational Planning, Educational Resources, *Enrollment, Health Occupations, *Instructional Materials, National Surveys, Research Problems, Secondary Education, Vocational Education
Identifiers-Health Occupations Students of America, Kansas

In order to develop a more standardized curriculum and provide educators with available materials for conducting secondary health care occupations courses in Kansas, a project was conducted to determine the number and types of secondary health occupations education programs and the availability of curriculum and instructional material related to these programs. A survey was sent to 54 health occupations education supervisors in state vocational education agencies throughout the country, with an eventual reply rate of 85 percent (46 replies). Only initial information was received, and detailed descriptions of the various state programs were not obtained. Problems developed in lack of uniformity and titling of the programs, making comparisons difficult. Also, exact enrollment figures were very difficult to obtain, since most states do not break down enrollment figures by grade levels. However, incomplete figures did tend to show a decrease in health occupations enrollment. One trend noted, however, was the growth of the vocational student organization, Health Occupations Students of America (HOSA), which has more than doubled its membership from 1976 to 1980-81. In Kansas, there appears to be limited interest in expanding the number of secondary health occupations programs; however, there is a need to link health care awareness and orientation programs to health career exploration and health occupations skill development programs in order to meet future needs for health care personnel. (A bibliography of health occupations program standards, curriculum guides, educational resources, and sources is included in the study report.) (KC)

ED 210 461 CE 030 710

Johnson, Kay

Parenthood Education.

Alabama State Dept. of Education, Montgomery. Home Economics Service.
Pub Date-81
Note-138p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Behavioral Objectives, Birth, Child Abuse, Child Development, Child Neglect, Child Rearing, Competence, Competency Based Education, Congenital Impairments, Course Content, *Educational Resources, *Family Life, Family Relationship, Home Economics, *Learning Activities, Learning Modules, Marriage, Money Management, Nutrition, *Parenthood Education, *Parent Responsibility, *Parent Role, Pregnancy, Secondary Education
Identifiers-Alabama

This publication is a guide for teachers who conduct parenthood education classes as part of the secondary consumer and home economics program in Alabama. The parenthood education program guide is divided into four units covering the following competencies: understanding the family; developing maturity and independence; developing parenting knowledge and skills; and special concerns of parenthood. Subjects discussed within the units include a broad range of marriage, family life and parenting topics, such as life cycles, family roles, community responsibilities, establishing an independent family unit, decision making, parenting options, parenting readiness, finances, life goals, pregnancy and childbirth, birth defects, nutrition, baby care, child development, special needs children, and child abuse and neglect. For each of the four competencies, the unit contains enabling objectives that should be attained by the students and an outline of the content to be taught, correlated with suggested learning experiences and resources. An annotated resource list completes the package. (KC)

ED 210 462 CE 030 712

All You Ever Wanted to Know about Special Needs But Didn't Know Who to Ask. Special Needs Handbook.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Pub Date-Aug 80
Note-81p.; For a related document see CE 030 713.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education, Definitions, *Disabilities, *Disadvantaged, Educational Finance, *Educational Legislation, Federal Legislation, Federal Programs, *Financial Support, Individualized Education Programs, Instructional Student Costs, Mainstreaming, *Normalization (Handicapped), Program Implementation, Secondary Education, Special Education, State Aid, State Programs, State School District Relationship, *Vocational Education
Identifiers-Alabama, Education for All Handicapped Children Act, Special Needs Students

This loose-leaf format handbook is designed to aid vocational teachers, vocational administrators, and others who have responsibility in conducting or administering services to the handicapped and disadvantaged in Alabama under Public Laws 94-142 and 94-482. The information contained in the handbook is compiled from answers to questions on vocational education directed to the Special Needs Unit of the Alabama State Department of Education. The guide is organized in six chapters. Chapter 1 summarizes legislation pertaining to the handicapped and disadvantaged (Public Law 94-482), while chapter 2 explains the concept and general use of excess cost funds for both the handicapped and disadvantaged. In chapter 3, specific information on dealing with the academically and economically disadvantaged, including criteria, classification, identification procedures, responsibilities, and use of excess cost funds is presented; while in chapter 4, information about handicapping conditions is provided, with directions for identification, placement, excess cost funds, and provision of services. Chapter 5 explains general concepts and programs pertaining to both the handicapped and disadvantaged, such as related services, separate special programs, and least restrictive environment. Chapter 6 gives answers to frequently asked questions pertaining to the handicapped and disadvantaged. (KC)

ED 210 463 CE 030 713

Guidelines for Vocational Placement, Assessment and Training of the Handicapped. Special Needs Handbook, Volume II.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Pub Date-Oct 81
Note-21p.; For a related document see CE 030 712.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, Administrator Guides, *Disabilities, *Disadvantaged, Educational Legislation, Federal Legislation, Guidelines, Individualized Education Programs, Mainstreaming, *Normalization (Handicapped), Program Implementation, Secondary Education, *Special Education, State Programs, State School District Relationship, Student Evaluation, *Vocational Education
Identifiers-Alabama, Education Amendments 1976, Education for All Handicapped Children Act

This second volume of a handbook for vocational educators in secondary schools in Alabama contains guidelines that should be considered by vocational education and special education personnel during the program placement and training of special education students. The guide is divided into four sections. Section 1 introduces the federal legislation (Public Law 94-142 and 94-482), which deal with educational opportunities for the handicapped and vocational education. In Section 2, guidelines for program placement are outlined, including the process, availability of training, list of resources, alternatives for training, and development of vocational individualized educational plans. Section 3 contains guidelines for occupational assessment, such as responsibility, use of agencies outside the school system, and methods of assessment. The last section outlines guidelines for vocational training for the handicapped, including responsibilities of the vocational teacher, guidance counselor, and outside agencies; coordination of training; instructional setting; curriculum; and student evaluation. (KC)

ED 210 464 CE 030 716

Linkages Between the Education and Employment and Training Systems. Volume 1. Institutional Linkages. Youth Knowledge Development Report 12-2.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-May 80
Note-709p.; For related documents see CE 030 717-718.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00194-5, $12.00).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-Career Education, Case Studies, Certification, College Credits, Cooperative Education, Cooperative Programs, Coordination, Credits, *Educational Cooperation, Educational Trends, *Education Work Relationship, *Employment Programs, Futures (of Society), Guidelines, *Job Training, *Linking Agents, Minority Groups, Occupational Information, Postsecondary Education, Program Design, Program Development, Program Effectiveness, School Districts, School Role, Urban Areas, Vocational Education, Workshops, Youth Programs
Identifiers-*Comprehensive Employment and Training Act, Work Education Councils, *Youth Employment and Demonstration Projects Act

Designed to provide information on the linkages achieved under the Youth Employment and Demonstration Projects Act (YEDPA), this report focuses on education/Comprehensive Employment and Training Act (CETA) linkages, the vocational education/CETA connection, and the role of postsecondary institutions (particularly minority colleges) in achieving such linkages. Elements for CETA/local education agency (LEA) agreements are discussed. Described next is the awarding of academic credit under YEDPA. Possibilities for collaborative efforts with work education councils are outlined. Presented next are guidelines and considerations for CETA prime sponsors regarding career/occupational information for youth. Joint Department of Health Education and Welfare and Department of Labor YEDPA workshops are described. Examined next is the interaction of workplaces and classrooms in the 1980s. Involving schools in employment and training programs for youth is discussed. Also summarized are five case studies on the impact of YEDPA on education/CETA relationships at the local level. Youth employment training programs and the urban school and LEA/CETA collaboration for career education are also covered. (The second volume of this report and a related report on work education councils are available separately see note.) (MN)

ED 210 465 CE 030 717

Linkages Between the Education and Employment and Training Systems. Volume II. Institutional Linkages. Youth Knowledge Development Report 12.3.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-May 80

Note-866p.; For related documents see CE 030 716-718.

Availaole from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00195-3, $13.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF06/PC35 Plus Postage.

Descriptors-Case Studies, Change Strategies, Coordination, *Educational Cooperation, Educational History, *Education Work Relationship, Employment Programs, Job Training, *Linking Agents, Minority Groups, Models, *Postsecondary Education, Program Descriptions, Program Effectiveness, Program Implementation, Program Improvement, School Role, Unemployment, *Vocational Education, Youth Employment, Youth Programs

Identifiers-*Comprehensive Employment and Training Act, *Youth Employment and Demonstration Projects Act

Designed to provide basic information on the linkages achieved under the Youth Employment and Demonstration Projects Act (YEDPA), this report focuses on education/Comprehensive Employment and Training Act (CETA) linkages, the vocational education/CETA connection, and the role of postsecondary institutions (particularly minority colleges) in achieving such linkages. The first section of this volume consists of a compilation of reports on vocational education/CETA coordination. Covered in these reports are a historical perspective of coordination, the educator's side of coordination, coordinative mechanisms, and improvement of existing coordination efforts. Case studies of 111 programs involving cooperative efforts between vocational education and CETA, Title IV, and other employment and training programs are appended to the compilation. Discussed in the remaining sections of the volume are the status of coordination efforts between CETA and vocational education, CETA linkages with postsecondary vocational education, postsecondary responses to unemployed youth, and prime sponsor utilization of colleges and universities in implementing CETA youth programs. (The first volume of this report and a related report on work education councils are available seperately see note.) (MN)

ED 210 466 CE 030 718

Work-Education Councils The Collaborative Approach. Institutional Linkages. Youth Knowledge Development Report 12.5.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-May 80
Note-358p.; For related documents see CE 030 716-717.
Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00197-0, $8.00).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Case Studies, Community Attitudes, Community Characteristics, Community Involvement, *Community Programs, *Coordination, *Educational Cooperation, Educational Environment, Educational History, Educational Needs, Educational Objectives, Educational Practices, *Education Work Relationship, Employment Programs, Evaluation Criteria, Financial Support, Job Training, Models, Needs Assessment, Program Design, Program Development, *Program Effectiveness, Program Implementation, Program Improvement, Success, Vocational Education, Youth Programs
Identifiers-Work Education Consortium Project, *Work Education Councils

Intended for use by council and staff members as well as individuals in communities that are considering forming or joining an education work council, this report discusses the nature, function, and growth and development of work education councils and examines the collaborative processes that councils engage in. The education and work council concept, the Work-Education Consortium Project, and an independent study of work education councils are described. Analyzed next is the process of council formation, including the planning of goals and activities. Various council operations evolving from or included in the process of council formation are investigated. Discussed next are some of the external forces affecting council development. Following an analysis of the collaborative process, different dimensions along which to measure success in achieving community collaboration are identified. Summarized next are a series of recommendations pertaining to integrating council activities and planning changes, the need for council members to act as institutional representatives, the role of community leadership, and the need for councils to periodically reassess their operations. (A related two-volume report on linkages between education and employment and training systems is available separately see note.) (MN)

Criminal Justice Information Policy. Privacy and the Private Employer.

SEARCH Group, Inc., Sacramento, Calif.
Spons Agency-Department of Justice, Washington, D.C. Bureau of Justice Statistics.
Pub Date-81
Grant-BJS80BJ-CX-0007
Note-90p.
Pub Type- Guides - General (050) - Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults, Confidentiality, *Confidential Records, Crime, *Criminals, Data Collection, Disclosure, Employer Attitudes, Ethics, Federal Legislation, History, Information Storage, *Legislation, *Personnel Policy, Personnel Selection, Policy Formation, *Privacy, Recidivism
Identifiers-*Private Enterprise

Should private employers have a right of access to criminal history record information in order to make employment decisions about applicants and employees? This book addresses both legal and operational questions relating to the use of criminal justice data for private employment and decision-making purposes. The informative, non-prescriptive report is in three parts. Part 1 describes current actual practice among private employers in obtaining and using criminal history records. In addition to describing employer conduct, this part of the report describes the current thinking concerning the extent to which a criminal history background is predictive of an individual's work performance. Part 2 provides an overview of statutory and case law that bears on employer access to and use of criminal history records. This part of the report looks at (1) the legal principles, including privacy law principles governing the disclosure of criminal history records to employers; (2) state statutory law provisions; (3) employer liability for collection and use of such data; (4) employer liability for collection or use of criminal history data; and (5) employers' common law duty to hire safe employees. The report turns in Part 3 to an analysis of policy considerations. Presented are the policy considerations that support employer access as well as those that support restricting such access. The analysis turns on two key variables: (1) the nature of the criminal history record; and (2) the nature of the job in question. (KC)

Peters, Jerry L. Moore, Gary E.

A Comparison of Two Methods of Providing Laboratory Teaching Experience for Student Teachers in Agricultural Education.

Pub Date- 80
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agricultural Education, Comparative Analysis, Higher Education, Laboratory Training, *Microteaching, Outcomes of Education, Preservice Teacher Education, Program Effectiveness, Student Teachers, *Student Teaching, Teacher Attitudes, Teacher Education, Teaching Methods, Teaching Skills, *Training Methods, Videotape Recordings, Vocational Education
Identifiers-*Reflective Teaching

During the past decade, many departments of agricultural education have used microteaching in the preparation of teachers. Research has found that microteaching has a positive effect on students' views of themselves as teachers and their attitudes toward and perceptions of teaching. Microteaching also allows a student to view his or her strengths and weaknesses as they relate to teaching. Even though microteaching is beneficial, it has disadvantages the cost and maintenance of videotape equipment and the amount of time involved in videotaping. With reduced budgets in sight at many universities, other techniques of teacher preparation are being tried. One of these methods, reflective teaching, uses competitive teaching strategies to inspire student teachers to get their concepts across. It does not require expensive equipment and appears to require less time on the part of the college instructor than does microteaching. In a study, students participating in reflective teaching were compared with students participating in microteaching on the following dependent variables: students' views of themselves as teachers; students' attitudes toward teaching; students' perceptions of the role of teaching; students' attitudes toward the type of laboratory teaching experience in which they were engaged (microteaching or reflective teaching); and students' teaching performance as measured by their student teaching grades. In this study, two groups of student teachers at Purdue University were randomly assigned to the microteaching or the reflective teaching laboratory. Pre- and posttests of the groups showed no significant differences in the dependent variables (attitudes) of either group. Therefore, it was concluded that reflective teaching is as effective as microteaching in preparing students to teach and should be considered for use in the future in preparing vocational teachers. (KC)

ED 210 469 CE 030 726

Hopf-Weichel, Rosemarie And Others

Adaptive Decision Aiding in Computer-Assisted Instruction: Adaptive Computerized Training System (ACTS).

Perceptronics, Woodland Hills, Calif.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No.-ARI-TR-475

Pub Date-Sep 80

Contract-MDA903-78-C-2039

Note-130p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, Artificial Intelligence, *Computer Assisted Instruction, Computer Programs, *Decision Making, *Diagnostic Teaching, *Electric Circuits, Electronic Equipment, *Electronics, *Equipment Maintenance, Feedback, Individualized Instruction, Instructional Materials, Material Development, Military Training, Pilot Projects, Postsecondary Education, Program Improvement, Simulation, Student Evaluation, Technical Education

Identifiers-*Adaptive Computerized Training System

This report describes results of the first year of a three-year program to develop and evaluate a new Adaptive Computerized Training System (ACTS) for electronics maintenance training. (ACTS incorporates an adaptive computer program that learns the student's diagnostic and decision value structure, compares it to that of an expert, and adapts the instructional sequence so as to eliminate discrepancies.) Chapter 1 overviews first-year objectives and accomplishments. Chapter 2 describes this interactive system and the four functional units of training that it models and simulates: the task being trained and student, instructor, and instructional logic. Other topics include the hardware configuration, the instructional approach, and the software. Chapter 3 focuses on the pilot study to yield data on the subjects and training potential of ACTS and to test ACTS so that modifications could be made for the full-scale study in year 2. Appendixes, amounting to approximately one-half of the report, include a student handout with an introduction to the task and to concepts relevant to power supplies in general and to the 1P-28 in particular and with a troubleshooting guide and sample instructional sequences for a preliminary lecture and a troubleshooting lecture and presentation. (YLB)

ED 210 470 CE 030 730

Baskind, Anita

Project SEISMIC (Sex Equity in Schools: Modules in Careers) Dissemination and Distribution.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Report No.-CASE-11-81
Pub Date-Sep 81
Grant-VEA-53-81-1192
Note-85p.; For a related document see ED 193 464.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, Community Programs, Conferences, *Information Dissemination, *Instructional Materials, Learning Activities, Learning Modules, Material Development, Outreach Programs, *Program Effectiveness, Publicity, School Districts, Secondary Education, *Sex Fairness, Staff Development, State Programs, Teaching Guides
Identifiers-New York, *Project SEISMIC

A campaign was undertaken to disseminate and distribute the self-contained sex-equity kit for secondary school personnel developed in fiscal 1979 as part of Project SEISMIC (Sex Equity in Schools; Modules in Careers). (The developed kit, which consists of a staff development program, a set of curriculum lessons, and a community outreach manual to be used with accompanying stimulus videotapes, was developed to promote sex equity concepts among teachers, counselors, administrators, students, and employers.) The dissemination effort resulted in widespread introduction and access to materials for state educators with additional publicity nationwide. Hands-on experiential introduction of materials to 224 educators was accomplished through two conferences (held at Lake Luzerne, New York, and in New York City). The overall reaction to the conferences was very positive, with comments indicating appreciation of both the materials and the format of presentation. In addition, Project SEISMIC materials were introduced to groups serving New York and New Jersey and references to the project products will also appear in several national reference listings. Materials used in the dissemination effort are appended. (A related report describing the development of the sex equity kit is available separately see note.) (MN)

ED 210 471 CE 030 732

Countryman, Gene L.

Builder 3 & 2. Naval Education and Training Command Rate Training Manual and Nonresident Career Course. Revised.

Naval Education and Training Program Development Center, Pensacola, Fla.

Report No.-NAVEDTRA-10648-G

Pub Date-81

Note-798p.; Photographs will not reproduce well.

Pub Type- Books (010) - Guides - Classroom - Learner (051)

EDRS Price - MF05/PC32 Plus Postage.

Descriptors-Behavioral Objectives, Building Trades, *Cement Industry, *Construction (Process), *Construction Management, Correspondence Study, Finishing, Flooring, Independent Study, Learning Activities, *Masonry, Military Training, Painting (Industrial Arts), Postsecondary Education, Roofing, Textbooks, *Trade and Industrial Education, *Woodworking

Identifiers-Navy

This Rate Training Manual (Textbook) and Nonresident Career Course form a correspondence, self-study package to provide information related to tasks assigned to Builders Third and Second Class. Focus is on constructing, maintaining, and repairing wooden, concrete, and masonry structures, concrete pavement, and waterfront and underwater structures; performing rough and finish carpentry; erecting or repairing waterfront structures, wooden and concrete bridges and trestles; fabricating and erecting forms; mixing, placing, and finishing concrete; laying and setting masonry; and painting or varnishing new and refinished surfaces. The 16 chapters in the text are Construction Administration; Drawings and Specifications; Woodworking Shop and Field Tools; Woodworking: Materials and Methods; Fiber Line, Wire Rope, and Scaffolding; Leveling, Grading, and Excavating; Concrete; Masonry; Light Frame Construction: Floor and Wall; Roof Framing; Exterior Finish; Interior Finish; Plastering; Stuccoing, and Ceramic Tile; Paints and Preservatives; Advanced Base Field Structures; and Heavy Construction. The Nonresident Career Course follows the index. It contains 18 assignment and learning

objectives with related sets of teaching items to be answered. Learning objectives and items are based on subject matter or study material in the textbook. (YLB)

ED 210 472 CE 030 734

Erickson, Patricia M.

An Analysis of High School Home Economics Students Attitudes in Different Geosocial Environments.

Pub Date-Dec 81

Note-8p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 8, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Careers, Educational Attitudes, Family Attitudes, Family Influence, Females, *Geographic Regions, Grade 11, High Schools, High School Seniors, *High School Students, Home Economics, Males, Marriage, Parent Influence, Rural Schools, *Rural Urban Differences, Rural Youth, Sex Differences, Sex Fairness, Sex Stereotypes, Social Differences, *Student Attitudes, Suburban Schools, *Suburban Youth, Urban Schools, Urban Youth, *Values, Vocational High Schools, Work Attitudes

Identifiers-Ohio

Teachers, especially home economics teachers, would be better prepared to evaluate subject matter and to separate fact and personal opinion if they had a better understanding of diverse student backgrounds. To find out such background information, a study was conducted to analyze attitudes and values held by junior and senior students in home economics classes in northwest Ohio high schools to determine differences among students from urban, suburban, and rural geosocial environments. Population for the survey consisted of 246 students from 20 schools randomly selected from among the urban, suburban, rural, and joint vocational schools in the area. They were administered a questionnaire containing 10 items on demographic data and 79 self-inventory items correlating with value judgments concerning adults, careers and work, children, education, family, friends, feeling toward males and females, home, home economics, marriage, money, self-image, and sex equity. Results of the survey were summarized as follows: (1) Suburban and rural students held similar attitudes and values in all areas except money (rural youth placed greater emphasis on sharing with family) and sex equity (suburban youth held more traditional beliefs). (2) The greatest differences were found between urban and vocational school students, and each of these groups was different from suburban and rural. Vocational students reflected more negative attitudes. (3) Urban students valued education more than other geosocial groups, and females valued it more than males. Attitudes toward education reflected the level of education attained by the parents, in all cases. (4)

Attitudes and values held by boys were significantly different from those of girls with regard to careers, work, and education. (KC)

ED 210 473 CE 030 735

Maxwell, Nan L.

The Impact of Preretirement Labor Market Experiences on Postretirement Well-Being.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-Jul 81

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aging (Individuals), *Economic Status, *Employment, Income, Influences, Job Satisfaction, *Life Satisfaction, Males, Older Adults, *Quality of Life, Research, *Retirement, Retirement Benefits, *Security (Psychology), Well Being, *Work Experience

A study was conducted to determine labor market factors influencing one's psychological well being and economic security after retirement. Research was found that supported the hypotheses that a worker's employment, earnings, and industry in the labor force greatly affect a retiree's financial position; the reason for labor force withdrawal influences economic position and outlook toward life; a positive relationship exists between income and life satisfaction; and health problems and job satisfaction influence life satisfaction after retirement. Data were drawn from the older men's cohort of the National Longitudinal Surveys of Work Experience. A logarithmic function of the income received from pension and Social Security was used to measure income. Life satisfaction was measured by response to a question regarding how happy the respondent was with his life. It was found that workers with successful labor market experiences were likely to have a better financial situation in retirement that was transmitted into greater life satisfaction. Whites appeared psychologically affected by job loss, while blacks' ties to the labor market were purely financial. Life satisfaction was not related to the comparison of retirement to preretirement income but was related to the absolute level of income after retirement. (Three tables are appended.) (YLB)

Meyerhoff, Richard
Energy Education Resource Guide for Driver Education.
Iowa State Dept. of Public Instruction, Des Moines. School Transportation and Safety Education Div.

Spons Agency-Department of Energy, Washington, D.C.; Iowa State Energy Policy Council, Des Moines.
Pub Date-81
Contract-81-4000-01
Note-156p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Audiovisual Aids, *Conservation Education, Consumer Economics, Consumer Education, Course Content, Curriculum Guides, *Driver Education, Educational Resources, *Energy Conservation, Fuel Consumption, Fuels, High Schools, Instructional Materials, *Integrated Activities, Integrated Curriculum, *Learning Activities, Maintenance, Merchandise Information, Money Management, *Motor Vehicles, Teaching Guides, Teaching Methods, Transportation

This guide is designed to help driver education teachers in Iowa to integrate energy conservation education into the traditional high school driver education course. Following an explanation of the necessity for teaching energy conservation with driver education, the course guide is divided into seven units. The units cover vehicle selection, vehicle maintenance, vehicle operation, environmental conditions, traffic strategies, planning for savings, and exploiting alternative methods of transporation. Each unit contains an information section, transparency master, learning exercise, learning aids, true/false learning exercises and feedback, and a test with answers. Materials are suitable for reproduction and handout to students. The appendix contains a list of fuel-efficient instruction techniques, a guide and test to the film Running on Empty,'' Kodalith instructions and slide masters, flowcharts, and a bibliography. (KC)

ED 210 475 CE 030 737

Congdon, David M. And Others

A Part, Not Apart: A Systematic Approach to Integrated Recreation and Leisure for Developmentally Disabled Adults.

Grant-Blackford Developmental Center, Marion, Ind.
Spons Agency-Indiana State Developmental Disabilities Council, Indianapolis.
Pub Date-Sep 81
Grant-081780N
Note-154p.; Tables marginally legible.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adults, Annotated Bibliographies, *Developmental Disabilities, Evaluation Methods, Guides, Individual Development, Integrated Activities, Learning Activities, *Leisure Time, Mainstreaming, Needs Assessment, *Normalization (Handicapped), *Program Development, Recreation, *Recreational Activities, Recreationists, Resource Materials, Resources, Skill Analysis, Skill Development, Teaching Methods

This program manual was developed by the Grant-Blackford Development Center in order to help other professionals and organizations working with developmentally disabled persons to improve their recreation and leisure programs. The manual's philosophy is to structure recreation programs for fun, not just for skill teaching: stressing abilities, not disabilities; and to develop activities as part of, not in competition with, recreation activities in the community. The material in the manual is experience-based, having evolved over four years in a community agency serving developmentally disabled adults. The manual is divided into two sections. Section 1 includes an introduction to the program, procedures for client assessment, instructions for resource assessment and development, suggestions for maintaining and generalizing skills learned in the recreation activities, pointers for developing written program directions, and instructional strategies. A sample form for assessing clients' leisure interests and capabilities is included. Section 2 contains representative programs that have been developed at Grant-Blackford, including the following: Atari video games, checkers, Blockhead, Crazy Eights card game, Doodle Art, Fish card game, fishing, indoor gardening, jarts, movies, music appreciation, photography, Pit card game, rug hooking, spectator football, tic-tac-toe, Tommy Wee Wonderful Waterful, Velcro dart game, and Uno card game. Recommended publications consistent with the manual's approach are described in the appendix. (KC)

Barta, Roberta Fair

A Survey of Vocational Education Programs for the Severely Handicapped in North Dakota.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
Pub Date-Jul 81
Note-215p.; Master's Thesis, University of North Dakota.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Admission Criteria, Adolescents, Adults, Articulation (Education), Course Content, Curriculum, Daily Living Skills, Definitions, *Job Skills, Models, Prevocational Education, Rehabilitation Centers, *Self Care Skills, *Severe Disabilities, Sheltered Workshops, *Vocational Education, Vocational Training Centers, Young Adults
Identifiers-*North Dakota

A study was conducted to determine (1) the entry level skills that are required for admission to selected North Dakota programs for the vocational education of the severely handicapped; and (2) the articulation, if any, between nationwide prevocational training programs' exit requirements and the North Dakota programs' entry requirements. Using a survey instrument developed by Dennis E. Mithaug and others for assessing entry-level requirements of sheltered workshops, development centers, and activity centers, information was gathered from 95 programs in 29 states. The information collected showed that although there is considerable agreement between the prevocational programs nationwide regarding exit skills and North Dakota's vocational programs' entry skills, the North Dakota programs expect their students to possess more independent living skills than the prevocational programs teach. The following conclusions were reached: (1) there are few vocational training programs for the severely handicapped; (2) there is confusion among those working with the handicapped about the definition of the term severely handicapped''; (3) a greater degree of articulation between the prevocational and the vocational training programs is needed; (4) admission criteria for vocational programs is not structured; and (5) all programs require students to have basic self-care skills. A model vocational program was proposed that would serve home-living students in a vocational center, use real work tasks, teach vocational competencies, have access to support services, and hire personnel with the proper attitudes. (KC)

A Self-Appraisal Checklist for Industrial Arts in Ohio's Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
Pub Date-81
Note-23p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Guides, Check Lists, Classroom Techniques, Curriculum, Educational Equipment, Educational Facilities, Educational Philosophy, Equipment Evaluation, *Industrial Arts, Program Administration, Program Design, *Program Effectiveness, *Program Evaluation, Program Improvement, Secondary Education, *Self Evaluation (Groups), Teacher Qualifications, Teaching Methods, Vocational Education
Identifiers-Ohio

This self-appraisal checklist was compiled by the Ohio Department of Education to assist Ohio teachers and administrators in their efforts to improve the total school program of industrial arts. The checklist is organized into seven major categories, which represent essential aspects of an industrial arts program. These categories are philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation. Within these seven categories, 155 items are contained, each item representing a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements that describe attributes of school industrial arts programs. Each statement sets forth a condition that is deemed highly desirable for a quality program. An evaluator then may determine the extent to which each statement describes his/her program and rate it on a score of 0-4. Possible scores for each category are included in the publication to provide a basis of comparison between the school and the ideal situation. The checklist can be useful to schools in surveying and assessing the existing industrial arts program and comparing it to a quality program as exemplified by the checklist. (KC)

ED 210 478 CE 030 741

Cooper, Elmer L. Nelson, Clifford L.

Relationships among FFA Membership Factors and Vo-Ag Programs in the Eastern FFA Region.

Maryland Univ., College Park. Agricultural Experiment Station.

Report No.-MAES-SA-A-3058

Pub Date- 81

Note-11p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agricultural Education, Enrollment, *Enrollment Influences, *Extracurricular Activities, Participant Satisfaction, Program Improvement, Secondary Education, *Self Evaluation (Groups), *Student Attitudes, Student Organizations, *Student Participation, Student Recruitment, Teacher Attitudes, Teacher Characteristics, Teacher Participation, Teacher Qualifications, Teacher Shortage, Vocational Education

Identifiers-*Future Farmers of America

At the request of the Future Farmers of America (FFA), an analysis was conducted of reasons for a decline in membership in 1977-79 after a 40-year period of steady growth. Factors such as the vocational-agriculture teacher shortage, number of chartered FFA chapters, certification status of teachers, FFA membership costs, and contract length of teachers were studied to determine their relationships to FFA membership trends. Following a pilot study, questionnaires were developed and mailed to a 1 percent random sample of vocational agriculture students in the 15-state FFA Eastern Region, and to 5 percent of the teachers of vocational agriculture in the region. A total of 1,527 questionnaires were sent, with a return of 89.7 percent (1,367). Analysis of the data gathered showed that some of the factors which are generally thought to have a negative influence on FFA membership numbers did not prove to do so in this study. There did not appear to be definite relationships between FFA membership changes and the shortage of vocational agriculture teachers, the use of teachers without full certification, the level of FFA membership costs, nor changes in the length of vocational agriculture teacher contracts. However, there did appear to be a relationship between the decline in FFA membership in the Eastern Region and the numbers of chartered FFA chapters. Continuance of the study on a national level, repeated at five-year intervals, would provide the ongoing assessment which must occur if the FFA is to continue its successes and change to meet future needs. (KC)

ED 210 479 CE 030 744

Career Doors. Final Report.

Fort Wayne Women's Bureau, Inc., Ind.
Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Pub Date-30 Jun 81
Note-38p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education, Career Education, Demonstration Programs, *Education Work Relationship, *Instructional Films, *Instructional Materials, Job Search Methods, *Material Development, *Program Development, Program Effectiveness, Reentry Workers, Role Models, Teaching Guides
Identifiers-*Career Doors

Career Doors was a developmental project designed to develop motivational instructional materials that introduce and reinforce the connection between educational and employment decisions made by undereducated adults and to produce a variety of audio visual materials for use in existing Indiana adult education programs. Since the project was intended to present role models, actual adult learners were recruited from local learners to participate in two color filmstrips with accompanying audio tape cassettes (entitled Reentry Women'' and Reentry Men'') that dealt with participants' personal job search and employment experiences. Also developed was a teacher's guide for use in reinforcing the message of career doors with student viewers. First, the film Reentry Women'' was made and field tested at eight sites with 47 adult education students and 28 instructors. Because the comments concerning the film were extremely positive, the same basic format in storyline was applied to Reentry Men.'' Based on the reactions of students and staff who viewed the filmstrips, the project was deemed successful. (Appendixes include job descriptions of project staff and the interview administered to filmstrip participants.) (MN)

ED 210 480 CE 030 746

Unmet Needs of Low Academic Level Adult (0-4th Grade Level) Students: A Follow-Up Study. A Special Demonstration/Teacher Training Project. Final Report.

Portage Township Schools, Ind.

Spons Agency-Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date-81

Note-47p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education, Adult Students, *Dropout Attitudes, *Dropout Prevention, Dropouts, Educational Benefits, Educational Needs, *Enrollment Influences, *Outcomes of Education, *Participant Satisfaction, Program Effectiveness, Student Attitudes, Student Educational Objectives, Student Evaluation of Teacher Performance

Identifiers-Indiana

An Indiana 310 Project was conducted to determine the needs of very low level adult basic education students (0-4th grade). Specifically, the study sought to answer the following four questions: (1) What brings low academic level students into ABE programs? (2) What aspects of the ABE programs do low academic level students dislike? (3) Why do low academic level students drop out of ABE programs? and (4) What major benefits do low academic level students derive participating in an ABE program? Data were collected from 184 1979-80 school year, low academic level dropouts of the Northwest Indiana Adult Learning Centers through personal or telephone interviews. From the data gathered, it appears that most students were primarily attracted to the ABE program through radio or newspaper advertising, flyers, or through another person who had heard of the programs through these means. Although most students could not think of aspects of the program they disliked, a few complaints about teachers, books, transportation, and Comprehensive Employment and Training Act (CETA) were heard. Most of the students who had dropped out did so for reasons beyond the teachers' control. Other reasons included inadequate transportation, lack of child care, impatient teachers, inconvenient hours, CETA pay, and books too easy or too hard. Nearly all the students gained an awareness of what an Adult Learning Center offers and plan to attend again; benefits gained by a few included better jobs, registering to vote, better reading skills, and better money management skills. It was recommended that the ABE program continue its present programs and advertising, but work to maximize teacher behavior of giving clear and simple explanations as the best methods of retaining low academic level students. (KC)

ED 210 481

CE 030 747

Delalic, Esref

Pre-Service Training for Teachers of Adult Basic Education. Andragogical Model. Handbook.

Vincennes Univ., Jasper, Ind.

Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Report No.-FY-81-8083-T

Pub Date-81

Note-78p.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Basic Education, *Adult Learning, *Adult Literacy, Adult Programs, Adults, *Preservice Teacher Education, Program Design, Program Evaluation, *Program Implementation, Questionnaires, Teacher Education, *Teacher Workshops

Identifiers-*Andragogy

This handbook is intended for teachers new to adult basic education (ABE) programs and attempts to cover concepts of adult learning and the role of the educator as facilitator and resource for self-directed learners. Background information is provided concerning the phenomenon of illiteracy with discussions of basic principles (particularly functionality) behind actions toward its eradication. A short history of adult basic education programs is presented, demonstrating the increased emphasis on adult practical literacy education. Teaching strategies are identified based on the premise that adult students have unique characteristics as learners. Then andragogical theory is reviewed in the context of changes in self-concept, the role of experience, readiness to learn, and orientation to learning. Next, a chart that represents both pedagogical and andragogical assumptions and a list of 15 principles of teaching are presented. The final chapter provides a detailed outline, including a time frame for a four-session pre-service workshop for ABE teachers. This is followed by a brief bibliography. Appended are additional references to models of learning, a five-page competencies questionnaire, guidelines for the use of learning contracts, a sample learning contract, a two-part workshop evaluation form, and a learning need diagnostic guide. (BPB)

A Model for Providing Vocational Counseling Services to Adult Basic Education Students. Final Report.

Indiana Vocational Technical Coll., Indianapolis.
Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date-30 Jun 81
Note-55p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education, *Career Counseling, Communication Skills, Community Resources, *Counseling Services, Decision Making Skills, Demography, Demonstration Programs, Group Counseling, Individual Counseling, Job Search Methods, *Models, Objectives, Personality Traits, *Program Development, *Program Effectiveness, Self Evaluation (Individuals), Values Clarification
Identifiers-*Project SEARCH, Self Directed Search

Project SEARCH (also titled A Model for Providing Vocational Counseling Services to Adult Basic Education Students) investigated methods of providing counseling services with basic education programs while serving as a model counseling program. Designed to increase adult basic education (ABE) students' self-awareness, decision-making and goal-setting skills, knowledge and use of community resources, and job-seeking skills, Project SEARCH provided individual counseling services to 33 students and group counseling to 12 students. Because the emphasis of the project was on the counseling process rather than on counseling tools, only one counseling tool was purchased for the project the Self-Directed Search. Other tools used were simple paper and pencil exercises. Included among these project-developed tools were a needs assessment, a goal-attainment profile, a student/counselor contact sheet, and a client/counselor agreement. Counseling sessions focused on skills identification, values clarification, communication skills, the relationship of personality characteristics to the career decision-making process, and improving job search skills. From an analysis of student evaluations, pre-post-counseling tests, and retention/separation data, project staff found that approximately 75 percent of those involved made significant progress. (Appended to the report are the above-mentioned counseling tools.) (MN)

ED 210 483 CE 030 749

Developing and Validating Task-Oriented Materials for Adult Basic Education. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date-30 Jun 81

Grant-FY-81-8085P

Note-31p.; For related documents see CE 030 750 and ED 167 817.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education, *Career Education, *Competency Based Education, Demonstration Programs, *English (Second Language), Instructional Materials, Job Search Methods, *Material Development, Pretests Posttests, *Program Effectiveness, Questionnaires, Reading Skills, State Curriculum Guides, Student Attitudes, Surveys, Teacher Attitudes, Validity, Vocabulary Skills

Identifiers-Indiana, *Vocational English as a Second Language

A project was undertaken to develop and validate English-as-a-second-language (ESL) materials for use with the occupational knowledge section of the Indiana adult basic education (ABE) curriculum guide, Learning for Everyday Living.'' Developed during the project were 10 units designed to develop the ESL skills necessary to understand procedures and information necessary for seeking, interviewing for, and obtaining employment. Seven of the units were then pilot tested using a pretest-posttest instrument that assessed students' job search skills by testing their comprehension of job descriptions, synonyms, advertisement meaning, and vocabulary. To obtain additional information on program and curruiculum effectiveness, researchers interviewed the teachers who used the materials. An item-by-item comparison of student responses on the pretests and posttests revealed significant gains in each of the areas tested. While the teachers were generally pleased with the length and types of units and with their relevance to students' potential vocational needs, some suggested expansion and development of materials in specific vocational areas and for other levels of functioning. Others requested development of additional activity formats, including restate in your own words''-type exercises. (The curriculum guide and project-developed instructional materials are available separately see note.) (MN)

ED 210 484 CE 030 750

Apply Now. Pre-Vocational Lessons in ESL.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date- 81

Grant-FY-81-8085P

Note-219p.; For related documents see CE 030 749 and ED 167 817.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Adult Basic Education, Behavioral Objectives, Career Education, Employment Interviews, Employment Qualifications, *English (Second Language), Instructional Materials, Job Application, *Job Search Methods, *Language Skills, Learning Activities, *Prevocational Education, Promotion (Occupational), Reading Skills, Retirement, Unemployment, Vocabulary Skills, *Work Attitudes, Work Environment, Writing Skills

Identifiers-Indiana, *Vocational English as a Second Language

Designed for use with the occupational knowledge section of the Indiana adult basic education curriculum guide entitled Learning for Everyday Living,'' this textbook contains 10 units of English-as-a-second-language (ESL) materials that address specific listening, speaking, reading, and writing tasks aimed at strategies related to job hunting and development of attitudes for job satisfaction and promotion. It is not an introductory textbook. Rather, it assumes an intermediate knowledge of the pronunciation and basic sentence patterns of English as well as a knowledge of the vocabulary of everyday life. Covered in the individual units are the following topics: identifying sources of information that may lead to employment, determining the scope and requirements of various job classifications, preparing for interviews, completing job applications and related forms, developing good work attitudes, understanding typical American work environments, developing strategies to hold a job and obtain promotions, coping with unemployment, and preparing for retirement. Each unit contains readings and dialogs, followed by reading and comprehension exercises as well as activities designed to promote free oral and written production by students. (The curriculum guide and a report outlining the development and validation of the textbook are available separately see note.) (MN)

ED 210 485 CE 030 752

Adapting a Vocational Interest (in Audio-Visual Format) for Hispanic Use. Final Report, October 1, 1980 through June 30, 1981.

Indiana Univ., South Bend. Indiana Career Resource Center.; Penn-Harris-Madison School Corp., Mishawaka, Ind.

Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.

Pub Date-30 Jun 81

Note-53p.; Some appendix pages may be marginally legible.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Audiovisual Aids, Audiovisual Instruction, *Career Education, Career Guidance, Filmstrips, *Hispanic Americans, *Instructional Materials, *Material Development, Measures (Individuals), Mexican Americans, *Occupational Information, Postsecondary Education, Secondary Education, Self Evaluation (Individuals), Spanish, Spanish Speaking, Vocational Education

Identifiers-Indiana

In order to meet the career investigation needs of young adults of Hispanic origin, a project was conducted in Indiana to adapt an audiovisual vocational interest test (the Comparative Career Search) to the Spanish language and to adapt the visuals so that 50 percent of the work roles were of persons of Hispanic origin. A listing of the occupations presently included in the Comparative Career Search was developed and reviewed to determine the specific photographs which were necessary for achieving a 50 percent Hispanic imagery in the 72-item career interest test. Nominations and requests were conducted to gain photographic permission to obtain the job-specific shots. Laboratory preparation converted the pictures to correct-format slides, which, in turn, were developed into filmstrips for the final product. The instructions, scoring directions, and answer format were translated from English to Spanish and both printed and narrated to produce the answer sheet and taped directions. Following quantity production, a task force of Spanish speaking persons reviewed the instrument by completing the test. Their suggestions for improvement were gathered and are provided in the recommendations for further development and dissemination. (Author/KC)

ED 210 486 CE 030 753

V.O.I.C.E. (Vocational Orientation for Individual Counseling Evaluation). Final Report, October 1980 through June 1981.

Indiana Univ., South Bend. Indiana Career Resource Center.; Penn-Harris-Madison School Corp., Mishawaka, Ind.
Spons Agency-Department of Education, Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Pub Date-25 Jun 81
Note-98p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Basic Education, Adult Students, Career Awareness, Career Education, *Career Guidance, *Measures (Individuals), *Models, *Occupational Information, Pretests Posttests, Program Effectiveness, *Self Evaluation (Individuals)
Identifiers-Indiana, *Project VOICE

A model (called Vocational Orientation for Individual Counseling Evaluation V.O.I.C.E.) was developed to assist Adult Basic Education (ABE) students enrolled in Indiana adult and community education programs to meet their career development needs. The model is intended to assist the ABE students in a self-evaluation process for self-career awareness, occupational cluster exploration as applied to their interests, temperaments, talents, and limitations, and acquiring job survival skills. The V.O.I.C.E. model process consisted of four steps. First, the ABE students met with the instructor for an explanation of the program and to establish rapport; they took the Career Development Inventory and a presurvey of their knowledge of self, job opportunities, and job skills. Second, students met and used career resource materials for occupational information At a third meeting, the instructor (counselor) and ABE students met to grade a job surviv[illegible]ills homework assignment, practice writing resumes, practice filling [illegible]t a job application, and to role play job interviewing techniques. Finally, students completed the same Career Development Inventory and pre-survey (now used as a posttest) as at the first meeting. Through the V.O.I.C.E. project the participants were involved in activities which increased their awareness of self/career and career planning capabilities, achieved job survival skills, and had increased involvement with business/industry and community groups who could assist them. Scores in the posttest were higher in most areas for most students. (Among appended items is the Student Stage Lesson Manual.'') (KC)

ED 210 487 CE 030 754

Childers, B. E. Eaddy, K. M.

A Third Party Evaluation of the Basic Teacher Education Grant.'' Final Report.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Pub Date-18 Dec 81

Note-48p.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cooperative Planning, *Educational Finance, Educational Planning, Evaluation, Federal Legislation, *Financial Policy, Financial Support, Grants, Higher Education, Home Economics, Inservice Teacher Education, Policy Formation, Preservice Teacher Education, Professional Development, Program Effectiveness, Program Proposals, *Resource Allocation, Staff Development, State Boards of Education, *Statewide Planning, *Teacher Education, Trade and Industrial Education, *Vocational Education

Identifiers-Georgia, University of Georgia, Vocational Education Act 1963

For more than 60 years, the Georgia State Board of Education has allotted funds to the University of Georgia for use in preparation of vocational teachers and administrators. Since passage of the 1963 Vocational Education Act, however, emphasis has been put on programs and services for specific groups of people, rather than on instructional areas of employment, as had previously been stressed; and the State Board of Education has become more accountable for the use of funds. To accomplish the change in funding patterns from block or basic grants to one of accountability at all levels requires a new model for funding. From a review of printed materials including documents, letters, state plans, reports, and draft copies of other information, evaluators determined present funding patterns and made the following recommendations for future funding procedures: (1) Priorities for vocational personnel development should be identified through formal needs assessments; selected on the basis of evaluations over criteria previously agreed upon by status leaders in vocational education; analyzed for priority resolution; stated in specific terms of human and non-human materials and fiscal requirements; and made the basis for developing requests for proposals to resolve priority problems. (2) All possible solutions to priority problems of personnel development should be identified and considered against predetermined criteria before being resolved. (3) Definitive criteria should be established for determining grant awards to universities for vocational personnel development programs. (4) Grants should be made on the basis of detailed proposals. (5) Other funding patterns should be considered; the most advantageous pattern would place all vocational educators in universities on line items within their universities' budgets. (KC)

ED 210 488 CE 030 756

Broker, Delbert G., Ed. And Others

The Vocational Counselor and the Indian Student.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date-81

Note-16p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acculturation, *American Indians, *Career Counseling, Career Education, Check Lists, Communication (Thought Transfer), *Counselor Role, *Cultural Background, Cultural Differences, Cultural Influences, *Cultural Traits, Feedback, Guidelines, Individual Characteristics, Individual Needs, Minority Groups, Models, Problem Solving, Rating Scales, Student Needs, *Values

Identifiers-Reality

This handbook contains information designed to help vocational counselors counsel American Indian students effectively. Examined first are aspects of tradition, culture, and values to be considered when counseling the Indian student. Following a description of traditional Indian views concerning the concepts of respect, generosity, courage, and wisdom is a values checklist provided for use by the counselor. The assimilation process is outlined. Presented next are a problem solving model and an outline for reality therapy. Factors in and elements of the counseling process are considered. Also set forth are steps for summarizing feedback. In a section on assessment the following topics are covered: difficulties encountered when attempting to evaluate Indian students, manifest needs associated with the Edwards Personality Preference Scales (EPPS) variables, and guidelines for using assessment devices. Also included are student rating scales. (MN)

ED 210 489 CE 030 757

Hauck, Rich And Others

The Counselor and Public Relations. A Manual for School Counselors.

North Dakota State Board for Vocational Education, Bismarck.

Pub Date- 80

Note-19p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Relations, Counselor Role, Guidelines, Lobbying, Media Selection, Newsletters, Parent School Relationship, Program Design, *Program Development, Program Implementation, *Publicity, *Public Relations, Radio, *School Community Relationship, *School Counselors, Secondary Education, Television

This manual is designed to aid school guidance counselors in creating and implementing a public relations (PR) program to educate those both inside and outside the school system about the purposes, operations, and unique characteristics of guidance and counseling. The manual contains six sections, plus a bibliography of public relations information. The first section defines public relations and explains why PR is important for school counselors, while the second section outlines steps to take in developing a public relations program. Sections 3 and 4 suggest methods for transmitting the public relations message through school media (bulletin boards, newsletters, handbooks) and mass media (newspapers, radio, and television), while section 5 gives examples of ideas that work in reaching students, parents, administrators, the community, and colleagues. The final section is a note on government relations how to lobby legislative representatives. Throughout, the guide's emphasis is on precise practical methods for developing the counseling public relations program. (KC)

ED 210 490 CE 030 758

Gade, Eldon

How to Evaluate a School Guidance Program.

North Dakota Univ., Grand Forks.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck.

Pub Date-81

Note-20p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification, Definitions, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Guidance Programs, Guidelines, Information Utilization, Models, *Program Evaluation, Rating Scales, Research Problems, *Research Utilization, *School Guidance

Identifiers-*Evaluation Problems

This handbook outlines procedures for evaluating a school guidance program. Defined first are the concept of guidance evaluation and basic terms in guidance evaluation. The purpose of guidance evaluation is discussed. Covered in a description of problems and difficulties in doing guidance evaluation are general problems; problems relating to objectives, criteria, and goals; and sampling problems. The following aspects of the process of guidance evaluation are described: basic steps in evaluating guidance programs, classification systems of guidance evaluation, common guidance evaluation strategies to avoid, a model for classifying guidance evaluation procedures, using goal attainment scaling for guidance evaluation, and the accountability record approach. Facets of using the results of guidance evaluation are considered, including principles of change useful to implement evaluation of guidance outcomes, knowledge gained from evaluation studies of school counseling, implications of evaluation studies for the school counselor, and benefits of evaluating guidance. (MN)

ED 210 491 CE 030 760

Clayton, Dean Park, Ok

Managerial Skills in Vocational Education Curriculum Development Project. Final Report.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Pub Date-Nov 81

Note-97p.; Pages 53-54 and 83 (original pagination) were removed to preserve confidentiality. Best copy available.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes, *Administrator Education, Advertising, Business Communication, Business Education, *Curriculum Guides, Data Processing, Employer Attitudes, Federal Regulation, Field Tests, Human Relations, Information Dissemination, Instructional Materials, *Job Skills, Leadership, Marketing, *Material Development, Microcomputers, Money Management, Personnel Management, Secondary Education, State Curriculum Guides, State Surveys, Taxes, Teacher Attitudes, *Vocational Education

Identifiers-*Arkansas, Business Law, *Management Skills, Small Businesses, Small Business Management

A project was conducted to develop, field test, and disseminate a curriculum guide for vocational education teachers to use in teaching managerial skills to vocational education students on the secondary level. After a cadre of 20 Arkansas secondary vocational education teachers who were either directly involved or interested in establishing a program of vocational managerial skills instruction identified those topics they felt should be included in such a curriculum, their students interviewed 217 small business owners/managers to determine which skills they felt should be taught. The owners/managers rated a variety of skills relating to business ownership, leadership development, human relations, minicomputers/data processing, financial management, personnel management, business communications, business taxes, governmental regulations, marketing and advertising, business law, protecting assets, personal finance, and career opportunities. Based on these ratings, two instructional units were developed and field tested by 214 students and 14 teachers. Both student and teacher evaluations of the units were highly positive. An instructional manual (curriculum guide) was also produced and disseminated to all Arkansas junior executive training (JET) instructors. Appended to the report are the project surveys, survey results, and project-developed materials. (MN)

ED 210 492 CE 030 761

Clayton, Dean And Others

Arkansas' Junior Executive Training Curriculum Guide.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Spons Agency-Arkansas State Board of Vocational Education, Little Rock.

Pub Date-81

Note-187p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Behavioral Objectives, Business, *Business Administration, Business Communication, *Business Education, Business Skills, Competence, Computer Science, Course Content, Course Objectives, Curriculum Guides, Grade 12, High Schools, *Leadership, *Learning Activities, Learning Modules, Management Development, Management Games, Managerial Occupations, Microcomputers, Personnel Management, Recordkeeping, Taxes, Teaching Guides, Vocational Education

Identifiers-Arkansas, Entrepreneurship, *Small Business Management

This curriculum guide is designed to help teachers conduct courses on small business management and entrepreneurship to high school seniors in Arkansas. The program focuses upon the managerial process, examining the functions of planning, organization, staffing, directing, and controlling as related to the activities and responsibilities of the supervisor or administrator. Instruction in accounting procedures can be included, and leadership development, positive self-image, and attitudinal training are componenets of the curriculum. In addition, data processing concepts and microcomputer training are included. Because of the need for better management skills for small business owners, the management component of the program emphasizes small business ownership. Units include advantages and disadvantages of ownership of different types of business, how to start a business, internal organization, financial records, managerial functions, personnel selection and supervision, government regulations, and taxes. The content of the guide is divided into six major parts, organized in 19 units. Each unit contains a unit objective and specific objectives; learning activities and teaching suggestions; and references to books, films, free handout materials, and other resources. A special section contains enrichment projects and special projects including computerized business games and an establish your own business'' project. Appendixes to the guide contain a checklist for organizing and operating a small business, and lists of materials available from the Small Business Administration. (KC)

ED 210 493 CE 030 762

Drabek, Jane

Developing a Reading Sequential Competency System. A Guide for ABE Instructors.

Walla Walla Community Co' , Wash.
Spons Agency-Washington State Office of the State Superintendent of Public Instruction, Olympia. Div. of Adult Education and Community Schools.
Pub Date-May 80
Note-298p.; Some pages may not reproduce clearly because of faint or small print.
Available from-Director of Adult Education, Superientendent of Public Instruction, 7510 Armstrong St. S.W., M/S FG-11, Tumwater, WA 98504.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Adult Basic Education, Adult Literacy, *Adult Reading Programs, Behavioral Objectives, Check Lists, Competence, *Individualized Instruction, Instructional Materials, Learning Activities, Phonics, Program Content, Program Descriptions, *Program Implementation, *Reading Diagnosis, Reading Instruction, *Reading Skills, Reading Tests, Recordkeeping
Identifiers-*ABE Reading Sequential Competency System, Reading Management

Intended for use by adult basic education (ABE) instructors who are organizing or reorganizing their reading programs for individualized instruction, this guide outlines the ABE Reading Sequential Competency System (SCS). The main benefits of this particular system for reading are that it delineates a sequence of reading skills, allows the illiterate or functionally illiterate adult the flexibility of having instruction on an individualized basis with open-entry open-exit options, and provides for accountability in reading instruction. Described in the guide are the following aspects of the SCS system: (1) the assessment process (initial assessment, continuous assessment, assessment of growth) (2) program components (Checklist of reading skills, student competencies, pretests, the prescription form, cross references of materials, mastery checks); and (3) organizational and recordkeeping features. Commercial student materials used in the program and addresses of publishers of these materials are listed. Appended to the report are a complete collection of the student competencies, pretests, and mastery checks as well as all the components for two selected skills (long and short vowels) and worksheets designed for SCS. (MN)

ED 210 494 CE 030 763

Pandya, Himanshu S. Curtis, Samuel M.

Status of Gifted Students in Vocational Agriculture Classes in the United States.

Pennsylvania State Univ., University Park. Coll. of Agriculture.

Pub Date- 80
Note-12p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981). For a related document see ED 193 477.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ability Identification, *Agricultural Education, Career Awareness, Curriculum, *Enrollment, Extracurricular Activities, *Gifted, *Graduates, Graduate Surveys, High Schools, Individualized Instruction, Student Attitudes, Student Recruitment, *Talent Identification, Teaching Methods, *Vocational Education

Gifted students have been enrolling in high school vocational agriculture courses in increasing numbers in recent years, according to a mailed survey of 100 randomly selected schools in 10 randomly selected states, plus Pennsylvania. During the 1974-80 time period, enrollment of identified gifted students in the surveyed vocational agriculture classes had increased from 44 to 195, although these gifted students make up only 10 percent of the total gifted students in those schools. Intelligence quotient and teacher identification were the most often used methods for identifying gifted students in vocational agriculture classes. Administrators and teachers in the majority of schools reported that they used individualized instruction, acceleration, or both to teach gifted students. Few of the schools reported special extracurricular activities, field trips, or community involvement for their gifted vocational agriculture students. However, it was observed that community involvement is already prevalent in many vocational agriculture programs. Most schools had career awareness activities for all students, but less than 25 percent reported special programs to make gifted students aware of career opportunities in agriculture. Students who had graduated during 1974-79 were found to be mostly enrolled in higher education or engaged in farming occupations. Only 26 former students were reached; although most of them found the vocational agriculture program unchallenging, all would enroll in it again. It was recommended that teachers play a more active role in programs for the gifted, and that curriculum materials to serve their needs be developed. (KC)

ED 210 495 CE 030 764

Berkey, Arthur L. Cooper, Gloria S.

Designing and Implementing a Computerized Information Management System for Employment Demand Data in Agriculture/Agribusiness.

Pub Date- 81
Note-10p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agribusiness, *Agricultural Occupations, Data Collection, Demand Occupations, Educational Planning, Employment Opportunities, *Employment Projections, Higher Education, *Information Needs, Information Processing, Information Retrieval, Information Storage, *Information Systems, Job Training, Labor Market, *Labor Needs, Occupational Information
Identifiers-Cornell University NY, Dictionary of Occupational Titles, Occupational Information System

Planning for educational programs in agriculture/agribusiness demands knowledge of future employment demand for various occupations. At present, a functional and comprehensive occupational information system for agriculture/agribusiness does not exist. Systems that do exist, such as the Occupational Information System (OIS) and the Dictionary of Occupational Titles (DOT) occupational classification system, do not accurately convey the myriad of job titles represented in agriculture/agribusiness, nor provide reliable projections of future demands for these occupations. A project at Cornell University attempted to create a comprehensive system for agriculture/agribusiness. Agricultural employers in New York State were surveyed, and information on job titles obtained from the survey was correlated with OIS job title codes and DOT codes wherever possible. The project provided survey data and job title lists on magnetic tape, accessible by several approaches. These files provide data for researchers and for refinements of the DOT and OIS systems and a beginning stage of the comprehensive computerized occupational information system in agriculture/agribusiness that is needed for future education planning. (KC)

ED 210 496

CE 030 766

DeGooyer, Janice
Women, Work and Age Discrimination.
National Commission on Working Women, Washington, D.C.
Pub Date- 81
Note-12p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Discrimination, *Employed Women, Employment Level, *Equal Opportunities (Jobs), Job Application, *Middle Aged Adults, Retirement, Salary Wage Differentials, *Sex Discrimination

Millions of older women who work face combined age and sex discrimination. Fifty percent more women aged 45-54 (3.5 million) will enter the job market in the next two decades and face the same problems. Illegal discriminatory practices encountered by older women when job hunting include exclusion from a job opportunity because of a male selecting official acting on a preference for young attractive women, employer's perception of customer demand or preference for youth, and recruitment exclusively from college campuses. Dual discrimination on the job is evidenced by older women being denied access to training programs and being channeled into positions with no upward mobility. As women approach retirement, companies may either refuse them merit increases during the years preceding retirement to lower pension benefits or pressure them to retire. Job and wage discrimination have a devastating effect on their retirement income. For the majority of women over 65, Social Security is their sole source of income. Solutions to the problems of age discrimination must come from efforts by the legislative-legal advocates, public awareness must be raised through the communications media, and society must shift its youth-oriented focus. (YLB)

ED 210 497 CE 030 768

van Rooyen, J.

Female Career Commitment (A Life-Span Perspective). Special Report.

National Inst. for Personnel Research, Johannesburg (South Africa). Council for Scientific and Industrial Research.

Report No.-CSIR-SR-PERS-327; ISBN-0-7988-1873-5

Pub Date-Sep 81

Note-333p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Achievement Need, Adult Development, Adults, Age, Demography, Developmental Stages, Employment Level, Employment Patterns, Employment Statistics, *Environmental Influences, *Females, Foreign Countries, Individual Characteristics, *Job Performance, Labor Market, Marital Status, *Models, *Personality Traits, Questionnaires, Role Models, Self Concept, Sex Role, Vocational Interests, *Work Attitudes, Young Adults

Identifiers-Bem Sex Role Inventory, Mehrabian Measure of Achieving Tendency Females, Sixteen Personality Questionnaire, *South Africa

A study that examined the personality and environmental factors affecting South African female career interest and career commitment at different life phases resulted in development of a model of vocational behavior. Selected for the study sample were 111 graduated white women employed by the Council for Scientific and Industrial Research. The women who differed in age, marital status, maternal status, field of specialization, and level of functioning, completed the following tests: (1) Bem Sex Role Inventory, (2) the 16 Personality Factor Questionnaire, and (3) the Mehrabian Measure of Achieving Tendency for Females. Analysis of the test results revealed that a masculine sex role identity, a need to achieve, and independent behavior are prerequisites for accepting and handling higher level job responsibilities. Also found to influence satisfaction with life were sex role identity, marital status, personality, age, and attitudes toward work. Based on these data, a model of female vocational behavior was developed. The following stages were included in the model: an entry stage, a formative stage, a normative stage, and a performance stage. Recommendations included calls to help women accept executive job possibilities and adapt traditional adult life expectations to meet present day realities. (MN)

ED 210 498 CE 030 769

Richardson, Penelope Louise

Adapting Distance Learning'' Instruction to Older Adult Differences.

Pub Date-Apr 81
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, *Adult Learning, Adults, Correspondence Study, *Home Study, Individual Characteristics, *Individual Differences, *Instructional Design, Instructional Development, Nontraditional Education, Older Adults, *Teaching Methods
Identifiers-*Distance Education, Distance Teaching

As distance learning plays an increasing role in adult education, instruction to older adults must be adapted for individual learner differences. Two stereotypic adult education client groups have been described: the SAVY adult (Schooled, Active, Verbal, Younger) and the ONUS adult (Older, Non-Verbal, Unschooled, Sedentary). Instructional methods that work for one type of learner fail with the other. The SAVY learner is benefited by higher load methods that tend to be more discovery-oriented, non-directive, unstructured, open ended, unguided approaches. Most effective for ONUS students are those lower load methods which are highly organized, with shorter sequences in instruction, rapid and accurate feedback about performance, and many directive instructions. Of importance for the design of instruction for adults is a curious antagonism that has been found between learning and the enjoyment of instruction. Adult learners tend to report enjoying that instructional method from which they learned the least. Suggestions for designing instructional programs for adult distance learning are that those instructional methods lower in information processing load are probably most effective and formative evaluation is needed in developing instructional programs; and ONUS adults should be provided with learning stategies, while SAVY adults should be urged to use strategies already acquired. (YLB)

ED 210 499 CE 030 771

Hull Daniel M.

Curriculum for Energy Use and Conservation Technicians. Final Report.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.-498AH80027

Pub Date-Nov 81

Contract-300-78-0551

Note-92p.; For related documents see CE 030 772-789 and ED 190 746-761.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, *Curriculum Development, Educational Research, *Energy, *Energy Conservation, Instructional Materials, *Learning Modules, Material Development, Models, Postsecondary Education, *Power Technology, Program Descriptions, *Technical Education, Two Year Colleges

Identifiers-*Energy Consumption

A project designed a national curriculum model for Energy Conservation-and-Use Technicians (ECUTs) and developed and tested instructional materials for use in the courses. The two-year postsecondary ECUT curriculum was designed to provide an interdisciplinary technical base (electrical, mechanical, thermal, and fluidal principles) and technical specialty training. Sixteen courses, consisting of 124 course modules, were developed specifically for ECUT training: Fundamentals of Energy Technology; Energy Economics; Energy Production Systems; Energy Conservation; Energy Audits; Heating, Ventilation, and Air Conditioning; Microcomputer Operations; Microcomputer Hardware; Electronic Devices and Systems; Electrical Power and Illumination Systems; Technical Communications; Mechanical Devices; Instrumentation and Controls; Fluid Power Systems; and Chemistry for Energy Technology I and II. Each module contains an introduction, prerequisites, objectives, subject matter, exercises, laboratory materials and procedures, data tables, reference materials, and test. Four schools piloted the curriculum and provided feedback for materials improvement. The materials were used by postsecondary institutions for two-year ECUT programs, for selected courses infused into other technical specialties, for adult and community education courses, and for employer-sponsored retraining courses. (Appendixes, amounting to over one-half of the report, include a list of equipment used by ECUTs, curriculum design, information booklet, and diffusion workshop materials.) (YLB)

ED 210 500 CE 030 772

Curriculum for Energy Conservation-and-Use Technicians. Program Planning Guide.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.-498AH80027

Pub Date-May 81

Contract-300-78-0551

Note-165p.; For related documents see CE 030 771-789 and ED 190 746-761.

Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($12.50).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Careers, Course Descriptions, Curriculum, Employment Opportunities, *Energy, Occupational Information, Postsecondary Education, *Power Technology, Program Descriptions, *Program Development, Program Evaluation, Program Guides, *Program Implementation, *Technical Education, Two Year Colleges

This guide describes Energy Conservation-and-Use Technology (ECUT), identifies job categories for technicians working in the field, and assists planners, administrators, faculty, and industrial and community educators in establishing and conducting relevant training programs. Section 1 defines the ECU technicians, provides a job description, and describes ECUT job performance requirements. A model ECUT curriculum plan is provied in section 2. Content is analyzed and course descriptions are presented. Other topics covered are content and format of instructional materials and adaptation for use in cooperative and continuing education. Program planning and development is the focus of section 3. These considerations are explored: establishment of advisory committee, needs determination, faculty selection, library, equipment, student selection and services, and laboratory facilities. Section 4 overviews program implementation and evaluation. Appendixes, amounting to almost three-fourths of the guide, include types of equipment with which ECU technicians work, ECUT curriculum (semester system), 23 ECUT course outlines (with descriptions and module titles and time required), survey-of-needs questionnaire, library references and periodicals, and equipment list for ECUT curriculum by course. (YLB)

Chemistry for Energy Technology I. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Sep 81
Contract-300-78-0551
Note-243p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $12.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Air Conditioning, Air Pollution, Behavioral Objectives, Chemical Reactions, *Chemistry, *Climate Control, Course Descriptions, Courses, Energy, *Energy Conservation, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, *Power Technology, Refrigeration, Safety, *Technical Education, Two Year Colleges
Identifiers-Chemical Calculations, Chemical Structure

This course in chemistry for energy technology is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of five modules, the course is designed with a special emphasis on all aspects of chemistry as it relates to the work of an energy technician. Basic chemical information and techniques are presented. (Chemistry for Energy Technology II is available separately as CE 030 777.) Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Safety in Chemical Operations; Structure of Matter; Chemical Equations and Calculations; Refrigeration, Gases, and Air Pollution; and Solutions.

ED 210 502 CE 030 774

Fundamentals of Energy Technology. Energy Technology Series.
Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Sep 81
Contract-300-78-0551
Note-290p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $17.50 for entire course.)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Annotated Bibliographies, Behavioral Objectives, Course Descriptions, Courses, *Energy, *Energy Conservation, *Fuels, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, *Occupational Information, Pollution, Postsecondary Education, *Power Technology, Resource Materials, *Technical Education, Two Year Colleges
Identifiers-Energy Audits, *Energy Consumption

This course in fundamentals of energy technology is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed as an overview of the entire energy field. It discusses energy fuels, production schemes, area of utilization, environmental considerations, and conservation/audit principles. Geared more to the seminar approach, the course also provides career visibility and rationale for including each course in the curriculum. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Energy Technology, Sources of Energy: I and II, Uses of Energy, Energy Analysis, and Energy and the Environment. The last module is an Energy Resource Guide that includes an annotated bibliography of print and non-print resources, explanation of the curriculum, examples of projects, and a glossary. (YLB)

Microcomputer Operations. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Dec 81
Contract-300-78-0551
Note-259p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $17.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, Computer Storage Devices, Course Descriptions, Courses, Data Collection, *Energy, *Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, *Microcomputers, Postsecondary Education, *Power Technology, *Programing, Programing Languages, *Technical Education, Two Year Colleges
Identifiers-BASIC Programing Language

This course in microcomputer operations is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course covers the operation and programming of microcomputers. Focuses include general concepts (computer codes, binary arithmetic, computer parts), their application to typical energy-related data-gathering and control problems, disk-based systems, energy conservation, and BASIC programming. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Computer Codes, Microcomputer Architecture, Microcomputer Applications, Disk-Based Operating Systems, Energy Applications of Microcomputers, Introduction to BASIC, and BASIC Programming. (YLB)

ED 210 504

CE 030 776

Microcomputer Hardware. Energy Technology Series.

Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Dec 80
Contract-300-78-0551
Note-216p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $17.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Analog Computers, Behavioral Objectives, Course Descriptions, Courses, *Digital Computers, *Energy, Energy Conservation, Glossaries, Input Output, Input Output Devices, Laboratory Experiments, Learning Activities, Learning Modules, *Microcomputers, Postsecondary Education, *Power Technology, *Technical Education, Two Year Colleges
Identifiers-Conversion (Format), Troubleshooting

This course in microcomputer hardware is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course surveys integrated circuit logic, common electrical and logical digital interfacing techniques, techniques for getting digital and analog data into and out of microcomputers, applications of these techniques to actual control problems, data communication ideas, and microcomputer troubleshooting techniques. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Digital Components, Semi-Conductor Logic Families, Input/Output Devices and Techniques, Analog/Digital Conversion, Data Communication, Bus Systems, and Troubleshooting Microcomputer Components. (YLB)

ED 210 505 CE 030 777

Chemistry for Energy Technology II. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Sep 81
Contract-300-78-0551
Note-250p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $15.00 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adhesives, Adult Education, Behavioral Objectives, Ceramics, *Chemistry, Course Descriptions, Courses, *Energy, Energy Conservation, *Fuels, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Lubricants, Metals, Nuclear Energy, Plastics, Postsecondary Education, *Power Technology, Solar Radiation, *Technical Education, *Thermodynamics, Two Year Colleges
Identifiers-*Corrosion, Electrochemistry

This course in chemistry for energy technology is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of six modules, the course is designed with a special emphasis on all aspects of chemistry as it relates to the work of an energy technician. Basic chemical information and techniques are presented. (Chemistry for Energy Technology I is available separately as CE 030 773.) Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Corrosion and Electrochemistry; Metals and Ceramics; Thermodynamics and Thermochemistry; Fuels; Plastics, Adhesives, and Lubricants; and Nuclear Chemistry. (YLB)

ED 210 506 CE 030 778

Energy Production Systems. Energy Technology Series.
Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Sep 81
Contract-300-78-0551
Note-260p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $17.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, Course Descriptions, Courses, *Energy, Energy Conservation, Engines, *Fuel Consumption, *Fuels, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Nuclear Energy, Postsecondary Education, *Power Technology, Solar Radiation, *Technical Education, Two Year Colleges
Identifiers-Energy Consumption

This course in energy production systems is one of 15 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is an in-depth technical study of the processes and equipment used to convert fuels and energy resources into useful energy forms (electricity, heat, motion). The first four modules emphasize fuels and energy sources, examine their properties, and describe how they are used to produce steam and hot water. The final three modules emphasize how energy is used. Written by a technical expert and approved by industry, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Generation of Steam and Hot Water Using Solid Fuels; Generation of Steam and Hot Water Using Liquid and Gaseous Fuels; Generation of Steam, Hot Water, and Hot Air Using Solar Collectors; Generation of Steam and Hot Water Using Nuclear and Experimental Power Sources; Combustion Engines; Turbines; and Production of Electricity. (YLB)

ED 210 507

CE 030 779

Electromechanical Devices. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.-498AH80027

Pub Date-Sep 81

Contract-300-78-0551

Note-177p.; For related documents see CE 030 771-789 and ED 190 746-761.

Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $17.50 for entire course).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Behavioral Objectives, Course Descriptions, Courses, *Electric Circuits, *Electric Motors, *Electromechanical Aids, *Energy, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, *Power Technology, *Technical Education, Two Year Colleges

Identifiers-Alternating Current, Alternators, Direct Current, *Energy Conversion, Transformers

This course in electromechanical devices is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed to provide a working knowledge of control elements in electrical circuits, transformers, motors, and generators. Topics presented include switches, circuit breakers, relays, fuses, transformers, d.c. and a.c. motors, and generators. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Electromechanical Devices An Introduction, Control Elements in Electrical Circuits, Transformers, Generators and Alternators, D.C. Motors and Controls, A.C. Motors and Controls, and Synchromechanisms. (YLB)

ED 210 508 CE 030 780

Mechanical Devices and Systems. Energy Technology Series.
Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Jun 81
Contract-300-78-0551
Note-284p.; For related documents see CE 030 771-789 and ED 190 746-761
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $20.00 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, Course Descriptions, Courses, *Energy, *Energy Conservation, Equipment Maintenance, Glossaries, Industry, Laboratory Experiments, Learning Activities, Learning Modules, Mechanical Equipment, Postsecondary Education, *Power Technology, *Technical Education, Two Year Colleges
Identifiers-Belts (Mechanics), Chains (Mechanics), Energy Consumption, *Power Transmission, Troubleshooting, Valves

This course in mechanical devices and systems is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is an in-depth study of the principles, concepts, and applications of various mechanisms that may be encountered in industrial application of energy use and conservation. Operational procedures, uses, maintenance, troubleshooting, and repair and replacement procedures are covered. The application portions of the modules emphasize practical maintenance and installation of equipment and specification of proper replacement components for manufacturers' catalogs. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Belt Drives, Chain Drives, Gear Drives, Drive Train Components I and II, Linkages, Fans and Blowers, and Valves. (YLB)

Fluid Power Systems. Energy Technology Series.
Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.-498AH80027
Pub Date-Aug 81
Contract-300-78-0551
Note-227p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $20.00 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, Course Descriptions, Courses, *Energy, Energy Conservation, *Fluid Mechanics, Glossaries, *Hydraulics, Laboratory Experiments, Learning Activities, Learning Modules, Maintenance, Postsecondary Education, *Power Technology, Repair, *Technical Education, Two Year Colleges
Identifiers-Energy Conversion, Fluids, Pumps, *Troubleshooting

This course in fluid power systems is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course provides an overview of fluid power technology and a working of each of the components used in fluid power circuits. Hydraulic and pneumatic systems are discussed with emphasis placed on troubleshooting and maintenance procedures involved in each. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Introduction and Fundamentals of Fluid Power Properties and Characteristics; Fluid Storage, Conditioning, and Maintenance; Pumps and Compressors; Actuators and Fluid Motors; Fluid Distribution and Control Devices; Fluid Circuits; and Troubleshooting Fluid Circuits. (YLB)

ED 210 510 CE 030 782

Electrical Power and Illumination Systems. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Apr 81
Contract-300-78-0551
Note-320p.; For related documents see CE 030 771-789 and ED 190 746-761.

Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $20.00 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, Course Descriptions, Courses, Efficiency, *Electrical Systems, Electric Circuits, *Electricity, *Energy, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Light, *Lighting, Postsecondary Education, *Power Technology, *Technical Education, Two Year Colleges
Identifiers-Electrical Wiring, Energy Management, *Power Transmission

This course in electrical power and illumination systems is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is designed to provide the student with a practical knowledge of electrical power, distribution systems, and illumination systems. The students practice electrical measurement, wiring methods, illumination measurement, and circuit control and are provided with an overview of the parts of the electrical distribution system. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Efficiencies of Electrical Power Distribution Systems, Electrical Power Transmission and Distribution, Industrial Electrical Distribution, Residential Electrical Distribution, Electrical Energy Management, Fundamentals of Illumination, Light Sources, and Efficiency in Illumination Systems. (YLB)

ED 210 511   CE 030 783

Electronic Devices and Systems. Energy Technology Series.
Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Aug 80
Contract-300-78-0551
Note-267p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $17.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, Course Descriptions, Courses, *Electric Circuits, *Electronic Equipment, *Electronics, *Energy, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, *Power Technology, *Technical Education, Two Year Colleges
Identifiers-Integrated Circuits, Solid State (Electronics), Troubleshooting

This course in electronic devices and systems is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed to provide the student with a working knowledge of modern electronic devices and the circuits in which they are employed. Electronic troubleshooting techniques are stressed. Topics covered include rectifiers, transistors, SCRs and triacs, vacuum and gaseous tubes, filters, amplifier circuits, operational amplifiers, noise reduction, digital circuits, and display devices. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Concepts and Applications of Input and Output, Vacuum Tubes, Solid State Devices, Integrated Circuits, Indicators and Displays, Digital Techniques, and Analog and Digital Systems. (YLB)

ED 210 512 CE 030 784

Energy Conservation. CORD Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Sep 81
Contract-300-78-0551
Note-322p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $17.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Air Conditioning, Behavioral Objectives, Building Design, *Climate Control, Construction (Process), Course Descriptions, Courses, Efficiency, Electric Motors, *Energy, *Energy Conservation, Fuel Consumption, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Lighting, Postsecondary Education, *Power Technology, *Technical Education, Two Year Colleges
Identifiers-*Energy Consumption

This course in energy conservation is one of 16 courses in the Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of seven modules, the course is designed to give the student technical knowledge and specific skills required to perform conservation measures relative to the most common energy uses. The student learns and utilizes the basic principles of energy conservation and efficiency. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Energy Conservation An Introduction, Conservation Principles and Efficiency Measurements (CPEM) Space Heating, CPEM Space Cooling, CPEM Hot Water and Steam Supply Systems, CPEM Illumination, CPEM Electric Motors, and CPEM Building Construction. (YLB)

ED 210 513 CE 030 785

Heating, Ventilating, and Air Conditioning. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH0027
Pub Date-Sep 81
Contract-300-78-0551
Note-347p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $20.00 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Air Conditioning, Behavioral Objectives, Course Descriptions, Courses, Efficiency, *Energy, Energy Conservation, Glossaries, *Heating, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, *Power Technology, Refrigeration, Refrigeration Mechanics, *Technical Education, Two Year Colleges, *Ventilation

This course in heating, ventilating, and air conditioning is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is designed to develop an understanding of air conditioning and heating systems and their characteristics, applications, and limitations. It presents the basics of such systems and factors affecting the selection and efficient operation of both commercial and residential heating and air conditioning equipment. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Basic Refrigeration Cycle, System Types, Refrigeration Equipment, Residential Heating Equipment, Boilers for Heating Applications, Piping, Air Handling Equipment, and Psychrometrics. (YLB)

ED 210 514 CE 030 786

Technical Communications. Energy Technology Series.
Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Sep 81
Contract-300-78-0551
Note-285p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $20.00 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstracting, Adult Education, Behavioral Objectives, Course Descriptions, Courses, Descriptive Writing, *Energy, Energy Conservation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, *Power Technology, Research Reports, *Speech Communication, Speech Skills, *Technical Education, *Technical Writing, Two Year Colleges, Writing Skills

This course in technical communications is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course shows the technician how to develop ideas in a clear, organized fashion. The exercises provided help the student practice writing and speaking skills that will not only aid him/her in the transfer of information, but also have an effect on his/her advancement. Written by a technical expert and approved by industry representatives, each module contains the follwing elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references and glossary. Module titles are Introducing Technical Communications, Conducting and Reporting Research, Writing Outlines and Abstracts, Writing Definitions, Describing Mechanisms, Describing a Process, Performing Oral and Visual Presentations, and Putting Skills Into Practice: Formal Report and Presentation. (YLB)

ED 210 515 CE 030 787

Instrumentation and Control. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.; Technical Education Research Centre-Southwest, Waco, Tex.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.-498AH80027

Pub Date-Dec 81

Contract-300-78-0551

Note-277p.; For related documents see CE 030 771-789 and ED 190 746-761.

Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $20.00 for entire course).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Air Conditioning, Behavioral Objectives, *Climate Control, Course Descriptions, Courses, Electricity, *Energy, Energy Conservation, Fluid Mechanics, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Manufacturing, *Measurement, Postsecondary Education, *Power Technology, Pressure (Physics), *Technical Education, Temperature, Two Year Colleges

Identifiers-Boilers, *Control Systems (Mechanical), Electric Power Generation, *Industrial Processes, Transducers

This course in instrumentation and controls is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of eight modules, the course is designed to provide the student with practical knowledge and skills in the specification, use, and calibration of measuring devices and the principles and applications of automatic control process. A detailed examination is made of control systems for electrical power production, heating, air conditioning, and manufacturing. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Principles of Process Control, Instruments for Fluid Measurements Pressure and Level, Fluid Flow Measurement, Instruments for Mechanical Measurement, Pneumatic Controls, Automatic Control Systems, and Boiler and Other Special Control Systems. (YLB)

ED 210 516 CE 030 788

Energy Economics. Energy Technology Series.
Technical Education Research Centre-Southwest, Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Aug 80
Contract-300-78-0551
Note-215p.; For related documents see CE 030 771-789 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per Module; $12.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Behavioral Objectives, *Cost Effectiveness, Costs, Course Descriptions, Courses, *Economics, *Energy, *Energy Conservation, Evaluation, Glossaries, Laboratory Experiments, Learning Activities, Learning Modules, Postsecondary Education, *Power Technology, *Technical Education, Two Year Colleges
Identifiers-Alternative Energy Sources

This course in energy economics is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of five modules, the course is designed to familiarize the student with the energy-conserving and cost-saving measures that are available, as well as the analysis techniques that are necessary for accurate evaluation of energy projects. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Fundamentals of Energy Cost Analysis, Financial Parameters of Energy Economics, Financial Techniques of Energy Economics, Economics of Energy Alternatives, and Economic Analysis and Energy Conservation Projects. (YLB)

ED 210 517 CE 030 789

Energy Audits. Energy Technology Series.

Center for Occupational Research and Development, Inc., Waco, Tex.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498AH80027
Pub Date-Sep 81
Contract-300-78-0551
Note-615p.; For related documents see CE 030 771-788 and ED 190 746-761.
Available from-Center for Occupational Research and Development, 601 Lake Air Dr., Waco, TX 76710 ($2.50 per module; $27.50 for entire course).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Air Conditioning, Behavioral Objectives, Building Design, Course Descriptions, Courses, *Energy, *Energy Conservation, Glossaries, Heating, Laboratory Experiments, Learning Activities, Learning Modules, Lighting, Postsecondary Education, *Power Technology, Solar Radiation, *Technical Education, Two Year Colleges, Ventilation, Workbooks
Identifiers-*Energy Audits, *Energy Management

This course in energy audits is one of 16 courses in the Energy Technology Series developed for an Energy Conservation-and-Use Technology curriculum. Intended for use in two-year postsecondary technical institutions to prepare technicians for employment, the courses are also useful in industry for updating employees in company-sponsored training programs. Comprised of 11 modules, the course overviews the purpose, objectives, and mechanics of the energy audit process. Full background and procedural instructions precede case studies and laboratory practice in auditing. In the final module the students undertake audit analyses and recommend remedial actions based on analyses of their practice audits. Written by a technical expert and approved by industry representatives, each module contains the following elements: introduction, prerequisites, objectives, subject matter, exercises, laboratory materials, laboratory procedures (experiment section for hands-on portion), data tables (included in most basic courses to help students learn to collect or organize data), references, and glossary. Module titles are Total Energy Management, Elements of an Energy Audit, Energy Audit Procedures and Analyses, Building Systems, Lighting Systems, Auditing HVAC Systems Parts I and II, Auxiliary Equipment Systems, Process Energy Systems, Applications of Solar Energy, and Energy Audit Workbook. (YLB)

Maxwell, G. W. West, Linda Nunes

Handbook for Developing Competency Based Curricula for New and Emerging Occupations. A Handbook for California Vocational Educators.

San Jose State Univ., Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.

Pub Date-Jun 80

Note-104p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrator Guides, Behavioral Objectives, Competence, *Competency Based Education, Curriculum, *Curriculum Development, Curriculum Guides, *Demand Occupations, Educational Needs, Employment Opportunities, *Job Analysis, Job Training, Occupational Surveys, Postsecondary Education, Secondary Education, Task Analysis, Teaching Guides, *Vocational Education

Identifiers-California, *Emerging Occupations

This handbook is designed to help vocational educators identify changes in the labor market and to incorporate these changes quickly and effectively into their curricula. It guides teachers and administrators through the major steps in developing competency-based curricula for new and emerging occupations i.e., (1) to identify new and emerging occupations; (2) to perform task analysis on a new and emerging occupation; and (3) to develop competency-based vocational education curricula. The handbook is divided into three major parts corresponding to each of these three steps. Each section contains a list of terms used in it, as well as the step-by-step procedures. Examples and sample forms for vocational educator use are also included. The rationale for competency-based vocational education is also explained in the document. (KC)

ED 210 519 CE 030 793

Youth Unemployment Its Measurement and Meaning. Research on Youth Employment and Employability Development. Youth Knowledge Development Report 2.1.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-May 80
Note-627p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-014-00125-2, $10.00).
Pub Type- Opinion Papers (120)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-Budgeting, Comparative Analysis, Crime, Cultural Differences, *Data Analysis, Delinquency, Economic Factors, Education Work Relationship, Employment Patterns, Employment Programs, *Employment Statistics, Information Utilization, Job Training, Labor Force, Labor Legislation, Labor Market, Longitudinal Studies, Males, *Measurement Techniques, Military Service, National Surveys, Predictor Variables, *Research Needs, Research Problems, Sociocultural Patterns, Unemployment, Work Attitudes, Work Experience Programs, *Youth Employment
Identifiers-Current Population Survey, National Longitudinal Surveys, Oakland Youth Work Experience Program

This collection of reports on the measurement and meaning of unemployment consists of 13 papers devoted to some of the deficiencies in youth employment statistics, some of the necessary considerations in their implications, and many of the issues involved in their application to assess program impacts. Analyzed first are the youth labor force statistics obtained from the Current Population Survey and the National Longitudinal Surveys. Teenage entry and exit into the labor market and unemployment flows are discussed. Also examined are job search implications of the transition from school to work and the role of work attitudes and labor market knowledge in establishing stable and successful employment careers. Following a description of economic and sociocultural variables affecting rates of employment are explored. The effects of child labor laws on youth programs are investigated. Included is a discussion of social development and group selection, methods of allocating funds to alleviate teenage unemployment, and the cost of lowering youth unemployment. (MN)

ED 210 520 CE 030 794

Delage-Ofner, Theresa Smith, William M.

A State of the Art Review of Employment Demand Studies in Agriculture/Agribusiness.

Pub Date- 81

Note-15p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 1981). Summary charts may not reproduce clearly because of small and faint type.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agribusiness, *Agricultural Occupations, Change Strategies, *Data Collection, Demand Occupations, *Employment Patterns, Information Dissemination, *Labor Needs, *Occupational Surveys, Research Design, Research Methodology, *Research Needs, State of the Art Reviews

A study provided a systematic review of employment demand studies in agriculture and agribusiness in the United States during the past 22 years and generated recommendations for the development of a consistent reporting format for use in future employment demand studies. Researchers examined 29 studies with respect to the following areas: purpose/objectives, literature review, program area(s), database(s), sampling procedure, description/sample instrument, use of job titles, use of code(s), level of competency, wage/salary information, data collection procedure, description of data analysis, summarization of data, method of dissemination, conclusions/recommendations, problems/limitations, and bibliography. After analyzing these data categories by frequency of occurrence and after seeing the low level of occurrence of the 17 elements in employment demand research projects, researchers formulated 17 separate recommendations calling for the adoption of all the elements in future employment demand research reports. Appended to the report are a summary chart of the employment demand studies by state and year and a bibliography keyed to the summary chart. (MN)

ED 210 521 CE 030 795

Vocational Education. Report by the Secretary of Education to the Congress.

Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-80
Note-241p.; Some appendix pages may be marginally legible.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Education, American Indian Education, Annual Reports, Bilingual Education, Civil Rights, Compliance (Legal), Disabilities, Disadvantaged, *Educational Finance, *Educational Trends, English (Second Language), *Enrollment, Enrollment Trends, Federal Programs, Legislation, Postsecondary Education, Program Descriptions, *School Statistics, School Support, Secondary Education, Sex Fairness, State Departments of Education, State Federal Aid, State Programs, *Statistical Analysis, Statistical Data, *Vocational Education

This report prepared by the Policy Analysis and Legislation Staff of the Office of Vocational and Adult Education, for the Congress, discusses the status of vocational education using statistical information, state evaluations, and audits, and reports compliance and quality of vocational education programs in selected states. The general provisions of state vocational programs, their basic grant structure, and a review of state program improvement and supportive services are provided. In addition, the states' programs for the disadvantaged and for consumer and homemaking education are reviewed. Presented next are the general provisions of national vocational programs along with an overview of programs of national significance, bilingual vocational training, and the emergency assistance program for remodeling and renovation of vocational education facilities. Then a discussion of the Appalachian Regional Development Commission (ARDC) is provided. Twenty enrollment tables and 12 funding tables are appended. It is reported that total enrollment in vocational education at all levels reached a record of 17 million with expenditures at $6.5 billion in fiscal year 1979. (BPB)

ED 210 522 CE 030 798

Rutman, Irvin D., Ed.

Planning for Deinstitutionalization: A Review of Principles, Methods, and Applications. Human Services Monograph Series Number 28.

Aspen Systems Corp., Germantown, Md.

Spons Agency-Department of Health and Human Services, Rockville, Md. Project Share.

Report No.-DHEW-OS-76-130

Pub Date-Sep 81

Note-143p.

Pub Type- Collected Works - General (020) - Guides - General (050) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adolescents, Adults, *Agency Cooperation, Agency Role, Community Attitudes, *Community Programs, *Community Relations, *Deinstitutionalization (of Disabled), Evaluation, Federal Aid, *Financial Support, Group Homes, *Needs Assessment, Residential Programs, Staff Development, State Aid

This monograph advances ideas to aid planners and administrators responsible for the development of deinstitutionalization services for the disabled to develop a more rigorous, systematic approach to the provision of these services. The seven chapters of the publication, each written by a recognized leader in the field, focus on the following: (1) the growth and development, both historically and conceptually, of the deinstitutionalization movement and its impact on human service systems; (2) approaches to identifying, quantifying, and assessing the needs of various populations who might be served through deinstitutionalization programs; (3) sources and mechanisms for funding deinstitutionalization services, with an emphasis on maximizing available federal and state

funding; (4) a system-oriented analysis of roles and relationships within and between agencies that provides a basis for improving continuity of care for clients and closer working arrangements between service providers; (5) a review of principles and characteristics of community-based programs and of models that serve the residential, social, and vocational needs of formerly institutionalized clients; (6) emerging issues and trends in the areas of personnel training, development, and use, with special notice given to the changing roles of workers involved in the deinstitutionalization field; and (7) the importance of community attitudes and behaviors toward deinstitutionalized clients and programs, as well as proposed strategies for achieving more positive public acceptance. A final chapter provides a summing up by the editor. (KC)

ED 210 523 CE 030 804

Ekstrom, Ruth B.

Credentialing Women's Life Experiences (Project ACCESS). Final Technical Report.

Educational Testing Service, Princeton, N.J.

Spons Agency-Bureau of Occupational and Adult Education (ED), Washington, D.C.

Pub Date-15 Dec 81

Contract-300-78-0594

Note-141p.; For a listing of related documents see note of CE 030 235.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Certification, Competence, Credentials, Employment Qualifications, *Evaluation Methods, Experiential Learning, *Females, Job Placement, Learning Experience, *Lifelong Learning, Material Development, Prior Learning, *Program Development, Program Effectiveness, Qualifications, Reentry Workers, Social Experience, State of the Art Reviews, *Transfer of Training, Validity, Work Experience

Identifiers-*Project ACCESS

A project was designed to develop a process by which the life experiences of women could be assessed for entry into employment and for entry into or advanced placement in vocational education programs. Following a review of literature and interviews to determine the approaches currently used to accredit women's life experience learning, researchers surveyed 131 adult female reentry workers to obtain information pertaining to their prior learning and life experences. Based on their responses, an Experience Description Summary was developed to aid in identifying job- or program-related experiences of individual women. These competencies were analyzed with respect to their transferability to employment requirements and admissions requirements for vocational education programs. A process was then designed to further the recognition of women's experiential learning. After an examination of the performance of those women who were placed on the basis of the competency analysis, the analysis was revised. Publications describing the process were then prepared and disseminated. (Detailed reports on individual phases of the project are available separately see note.) (MN)

ED 210 524 CE 030 812

Skill Activities for Independent Living (SAIL). A Curriculum for Developmentally Disabled Adolescents and Adults.

California State Univ., Los Angeles. Center for Mental Retardation.
Spons Agency-Department of Labor, Washington, D.C.; Los Angeles County Dept. of Community Development, Calif.
Pub Date-Jul 78
Note-185p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Ability, *Adolescents, *Adults, Behavioral Objectives, Cognitive Development, Competence, *Daily Living Skills, *Developmental Disabilities, Homemaking Skills, Hygiene, Instructional Materials, Interpersonal Competence, Learning Activities, Leisure Time, Mental Retardation, *Normalization (Handicapped), Psychomotor Skills, Recreational Activities, Self Care Skills, *Skill Development, Social Development, Vocational Rehabilitation

This curriculum for developmentally disabled adolescents and adults contains assessment conditions and performance criteria for evaluating client acquisition of a total of 646 independent living skills in five areas. While the content of the curriculum is in an area known as independent living, it is also prevocational in as much as it covers a broad base of generalized cognitive, psychomotor, and social skills necessary to finding and holding a job. Included among the skill areas addressed in the curriculum are the following: personal management (grooming, travel, health and safety, telephone use, personal identification cards); social development (self-identity, interpersonal relations, conversation, sexual awareness, civic awareness, environmental awareness); household management (home maintenance, household repairs, shopping, meal planning, using appliances, money management, laundry, clothing maintenance); academic skills (practical reading, writing, and math); leisure time activities (TV/radio/stereo, arts and crafts, sewing, exercise, gardening, indoor games, pets), community activities (movies, sports, recreational facilities, motels/hotels, parties); and vocational or job readiness (work habits, counseling). (MN)

ED 210 525

CE 030 816

Small Business Policy for California. Report of the Urban Small Business Employment Project.

California State Dept. of Human Resources Development, Sacramento.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-81
Note-130p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Business, Business Education, Capital, Job Training, Neighborhood Improvement, *Policy, Policy Formation, School Role, *State Aid, *State Government, Taxes, Technical Assistance, *Urban Areas, Urban Improvement
Identifiers-*California, Revitalization, *Small Businesses, State Regulation

This report contains findings and recommendations of a project to identify problems in California's policies and in the administration of its laws regarding small businesses and to examine alternative solutions to those problems. Part 1 consists of the findings of five statewide Task Forces that concentrated on these aspects of operating a small business in California: access to capital; taxation, regulation, and assistance; education, training, and technical assistance; commercial and industrial revitalization; and nontraditional small business. In part 2 is a set of recommended actions, selected and refined by an ad hoc State review panel from recommendations prepared by the Task Forces. Part 3 summarizes research findings about California small businesses. The research described here includes a study of small business's role in employment growth, California case studies, problems and prospects of nontraditional small business, literature summary and bibliography of urban small business development, and benefits and costs of extended supported work projects. Appendixes include complete lists of recommendations from each of the five Task Forces and listing of Task Force members. (YLB)

ED 210 526 CE 030 818

Sheffield, Cynthia L. Farrington, William S.

Extension Energy Tips: Telecassette Energy Information System. A Pilot Study.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.; Sarasota County Cooperative Extension Service, Fla.

Pub Date- 81

Note-113p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrator Attitudes, Conservation Education, County Programs, *Energy Conservation, *Extension Education, *Information Dissemination, Information Systems, *Instructional Materials, Literature Reviews, Magnetic Tape Cassettes, Material Development, Pilot Projects, Program Development, Program Effectiveness, State Surveys, *Telephone Communications Systems, *User Satisfaction (Information)

Identifiers-*Energy Extension Tips Service, Florida (Sarasota County), University of Florida

The University of Florida Agricultural and Extension Education Department and the Sarasota County Cooperative Extension Service collaborated to conduct a pilot project utilizing a telecassette system to disseminate energy information. A statewide survey was administered to Florida county extension directors to identify the most frequently asked energy questions. After analyzing the survey results and selecting 100 topics for use in the project, researchers developed scripts and taped messages ranging in length from 15 seconds to 3 minutes and 45 seconds. These were incorporated into a telecassette Energy Extension Tips Service that was made available through the Sarasota County Extension office. In order to evaluate the system, project-developed evaluation surveys were administered to users of the system and to a random sample of the general public of Sarasota County. The surveys revealed the following facts: 80 percent of the general public contacted were unaware of the existence of the extension energy tips service and 98 percent of the users were very satisfied with the quality of the service and said they would use it again. Included in appendixes are references used to develop the scripts, the telecassette program management system, and the tape scripts. (MN)

Miller, Donna Becker, William J.
Low Energy Technology. A Unit of Instruction in General Energy Concepts.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
Pub Date-80
Note-39p.; For related documents see CE 030 820-829.
Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agribusiness, Behavioral Objectives, *Conservation Education, Course Content, Curriculum Guides, Depleted Resources, *Energy, *Energy Conservation, Extension Education, Fuel Consumption, Fuels, High Schools, Instructional Materials, Learning Activities, Learning Modules, *Natural Resources, Postsecondary Education, Teaching Guides, Test Items, Transparencies, Visual Aids
Identifiers-*Energy Consumption, Energy Conversion, Energy Crisis, Energy Development, Energy Requirements, Florida

This unit of instruction on general energy concepts was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with students and adults. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit is organized into three modules: (1) What Is Energy?; (2) Energy Consumption; and (3) Energy Problems and Conflicts. Topics covered in the unit include defining energy; sources of energy; conversion of energy into usable forms; advantages and disadvantages of different sources of energy; most widely used sources of energy; worldwide and Florida energy consumption and sources; and energy problems and solutions. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 528 CE 030 820

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Lighting.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-80

Note-35p.; For related documents see CE 030 819-829.

Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, *Conservation Education, Course Content, Curriculum Guides, *Energy Conservation, Extension Education, High Schools, Home Economics, Home Management, Instructional Materials, Learning Activities, Learning Modules, *Lighting, Teaching Guides, Test Items, Transparencies, Visual Aids

Identifiers-Energy Consumption, Florida

This unit of instruction on home management of lighting was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include the differences between incandescent and fluorescent lighting, methods of conserving energy used for lighting, efficient use of different types of light bulbs for various tasks, and amount of lumens per square foot required for various tasks. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

Beaulieu, Barbara And Others
Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Home Energy Usage and Conservation.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
Pub Date-80
Note-49p.; For related documents see CE 030 819-829.
Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.20).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Air Conditioning, Behavioral Objectives, *Conservation Education, Course Content, Curriculum Guides, Depleted Resources, *Energy Conservation, Extension Education, *Family Environment, Fuel Consumption, Heating, Home Economics, *Home Management, Housing, Instructional Materials, Learning Activities, Lighting, Secondary Education, Teaching Guides, Test Items, Transparencies
Identifiers-*Energy Consumption, Energy Requirements, Florida

This unit of instruction on home energy usage and conservation was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include major uses of energy in the home; energy waste; energy audits; low cost energy conservation practices; and methods of reducing costs for air conditioning, heating, water heating, cooking, lighting, and doing laundry. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 530 CE 030 822

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Single Family Homes Multi-Family Homes Mobile Homes.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
Pub Date-80
Note-45p.; For related documents see CE 030 819-829.
Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.20).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Conservation Education, Construction Materials, Consumer Education, Course Content, Curriculum Guides, Depleted Resources, *Energy Conservation, Extension Education, *Facility Improvement, *Family Environment, Fuel Consumption, Home Economics, Home Management, *Housing, Housing Needs, Instructional Materials, Learning Activities, Secondary Education, Structural Elements (Construction), Teaching Guides, Test Items, Transparencies
Identifiers-*Apartments, Energy Requirements, Florida, *Mobile Homes

This unit of instruction on selection and living styles for energy conservation in single-family and multi-family housing and mobile homes was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This instructional unit is organized in three modules: (1) Single Family Homes; (2) Multi-Family Homes; and (3) Mobile Homes. Topics covered include factors to consider in building, remodeling, or purchasing a single family home with regard to energy conservation; energy-related factors to consider in choosing an apartment; energy-related factors to consider in choosing the location for a mobile home; and improving the energy efficiency of a mobile home. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 531 CE 030 823

Beaulieu, Barbara And Others

Low Energy Technology, A Unit of Instruction in Housing and Home Environment. Insulation, Caulking & Weatherstripping.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-80
Note-31p.; For related documents see CE 030 819-829.
Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($0.90).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Conservation Education, Construction Materials, Course Content, Curriculum Guides, Depleted Resources, *Energy Conservation, Extension Education, *Facility Improvement, Family Environment, Fuel Consumption, *Heat Recovery, Home Economics, Home Management, *Housing, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Test Items, Transparencies
Identifiers-Energy Consumption, Florida, *Insulation

This unit of instruction on insulation, caulking, and weatherstripping homes was designed for use by home economic teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include the purpose and results of proper insulation; four methods of insulating a house; advantages and disadvantages of various types of insulation materials; R values; how to insulate a house; cost of installing insulation; and materials and methods used in caulking and weatherstripping. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 532 CE 030 824

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Electrical Energy Usage.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-80

Note-53p.; For related documents see CE 030 819-829.

Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.50).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, *Conservation Education, Consumer Education, Course Content, Curriculum Guides, *Electrical Appliances, *Electricity, *Energy Conservation, Extension Education, *Family Environment, Fuel Consumption, Home Economics, Home Management, Housing, Instructional Materials, Learning Activities, Secondary Education, Teaching Guides, Test Items, Transparencies

Identifiers-*Energy Consumption, Florida

This unit of instruction on electrical energy usage in the home was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include reading an electrical meter, computing the kilowatt hour usage of household appliances, determining the cost of operating household appliances, and selecting the most energy-efficient appliances by reading energy efficiency labels. The unit contains student performance objectives, content information, teaching learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 533 CE 030 825

Beaulieu, Barbara And Others

Low Energy Technology. A Unit of Instruction in Housing and Home Environment. Attitudes.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-80

Note-45p.; For related documents see CE 030 819-829.

Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($1.20).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes, Behavioral Objectives, *Conservation Education, *Consumer Economics, Consumer Education, Course Content, Curriculum Guides, *Energy Conservation, Extension Education, *Family Environment, Fuel Consumption, Futures (of Society), Home Economics, Home Management, Instructional Materials, Learning Activities, Secondary Education, Student Attitudes, Teaching Guides, Test Items, Transparencies

Identifiers-*Energy Consumption, Florida

This unit of instruction on attitudes, habits, and behaviors toward energy usage was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include identifying possessions and activities that are important to the individual; identifying behaviors, activities, and practices that individuals are willing to change to better manage and conserve energy; describing a desirable lifestyle for the future; and identifying alternative courses of action for conserving energy. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 534 CE 030 826

Low Energy Technology. A Unit of Instruction in Florida Agriculture. Crop Protection with Integrated Pest Management.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
Pub Date-81
Note-174p.; For related documents see CE 030 819-829.
Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($6.90).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Agribusiness, *Agricultural Production, Behavioral Objectives, *Conservation Education, Course Content, Curriculum Guides, *Energy Conservation, Entomology, Extension Education, High Schools, Identification, Instructional Materials, Learning Activities, Learning Modules, Natural Resources, *Pesticides, *Plant Pathology, Teaching Guides, Test Items, Transparencies, Visual Aids
Identifiers-Energy Consumption, Florida, *Pest Control

This unit of instruction on integrated pest management was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit has been subdivided into seven subunits, each containing one to several modules. Topics covered in this unit include principles of integrated pest management; insect identification; scouting; monitoring and forecasting insect pests; preventive pest control practices; biological pest control; chemical controls; practical applications of the course content for insect, nematode, disease, and weed control; and energy saving concepts of pest control. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 535 CE 030 827

Olson, Jeanne A. Becker, William J.

Low Energy Technology. A Unit of Instruction in Citrus Production.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-81

Note-110p.; For related documents see CE 030 819-829.

Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($3.75).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agribusiness, *Agricultural Production, Behavioral Objectives, *Conservation Education, Course Content, Curriculum Guides, *Energy Conservation, Extension Education, Instructional Materials, Learning Activities, Natural Resources, Secondary Education, Teaching Guides, Test Items, Transparencies

Identifiers-*Citrus Farming, Energy Requirements, Florida, Pest Control

This unit of instruction on citrus production was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit is organized into nine modules. Topics covered in the unit include energy usage, site planning, planting, grove operations, integrated pest management, fertilization, irrigation, cold protection, and harvesting and hauling the citrus crop. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

Davis, George Scanlon, Dennis C.

Low Energy Technology. A Unit of Instruction on Energy Conservation in Field Crop Production.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
Pub Date-81
Note-69p.; For related documents see CE 030 819-829.
Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($2.50).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agribusiness, Agricultural Production, Behavioral Objectives, *Conservation Education, Course Content, Curriculum Guides, *Energy Conservation, Extension Education, *Field Crops, Instructional Materials, Learning Activities, Natural Resources, Secondary Education, Teaching Guides, Test Items, Transparencies
Identifiers-Energy Requirements, Florida, Pest Control

This unit of instruction on energy conservation in field crop production was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. This unit is organized into five modules. Topics covered in the unit include management practices that will reduce the energy required for crop production; tillage and no-tillage methods of crop production; irrigation; and pest control. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

Utley, Michael Scanlon, Dennis C.
Low Energy Technology. A Unit of Instruction in Agricultural Economics. Planning for Energy Savings.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
Pub Date-81
Note-73p.; For related documents see CE 030 819-828.
Available from-Instructional Materials Service, University of Florida, 101 Rolfs Hall, Gainesville, FL 32611 ($3.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agribusiness, *Agricultural Education, Behavioral Objectives, *Budgeting, *Conservation Education, Course Content, Curriculum Guides, *Energy Conservation, Extension Education, *Farm Management, Fuel Consumption, High Schools, Instructional Materials, Learning Activities, Money Management, Natural Resources, Postsecondary Education, *Resource Allocation, Teaching Guides, Test Items, Transparencies
Identifiers-Energy Consumption, Florida, Pest Control

This unit of instruction on farm management for energy savings was designed for use by agribusiness and natural resources teachers in Florida high schools and by agricultural extension agents as they work with adults and students. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Suggested as supplemental curriculum material for a course on farm management, this unit is organized into four modules. Topics covered in the unit include the budgeting process; sample budgets, cultural practices for energy savings, integrating pest management; irrigation systems; and costs of equipment and fuel consumption. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

ED 210 538 CE 030 832

Doty, Charles R. Cappelle, Frank

Principles & Sources for a Model for Technical Up-Grading.

Pub Date-7 Dec 81
Note-16p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 7, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Educational Resources, *Faculty Development, Guidelines, *Inservice Teacher Education, Postsecondary Education, Professional Associations, Professional Development, Program Development, *Program Improvement, Research Projects, Research Utilization, Staff Development, *Technical Education, Two Year Colleges, *Vocational Education

Inservice technical upgrading of postsecondary vocational-technical instructors is a major problem for vocational-technical education. Staff development programs for these personnel are needed, but are often difficult to locate or to create. This paper is designed to provide persons involved in staff development or preparing a staff development program with information on research and development, types of programs/activities, consortiums and associations, principles for technical upgrading, and recommendations. References given are to be used as initial information upon which to locate other resources. The document reviews 10 studies on postsecondary vocational-technical staff development with their results and sources for further reference. It also contains lists of types of programs and means for technical upgrading, guidelines for model technical upgrading, examples of forms used for school-business agreements for technical upgrading, and recommendations of resources and associations for further information. (KC)

ED 210 539 CE 030 837

Owen, Sharon K. Owens, Thomas R.

Insuring Quality Learning in Employer Site Placements.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Apr 81

Contract-400-80-0105

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Career Exploration, Educational Research, *Experiential Learning, *Learning Experience, *Program Evaluation, Questionnaires, School Business Relationship, Secondary Education, *Student Attitudes, *Work Experience Programs

Identifiers-*Experience Based Career Education

A study identified young people's perceptions of types of activities and other factors at employer sites that lead to excellent and relatively poor learning experiences. Participants in the study were 1103 secondary students in 18 experience-based career education programs in 16 states. The questionnaire administered to the students included open-ended questions on student activities at the site and questions regarding the career being explored and personal career preference. Respondents indicated the degree to which they valued various factors that contributed to a community site being an excellent or poor learning experience. Findings showed that activities at learning sites considered excellent tended to include hands-on experiences, adults who were friendly and helpful, and tasks that had a moderate to high level of responsibility. Discriminant analyses of student responses were also conducted to show different value patterns related to sex, ethnic background, grade point average, and job preference. There were, however, no significant differences in the proportion of site experiences viewed as excellent by different categories of students. Implications for employers focused on improving student tasks for education practitioners, on student needs and making employers aware of them; and for researchers, on studying paid work experiences and use of the indepth interview format. (YLB)

ED 210 540 CE 030 841

Abolishing Mandatory Retirement (Implications for America and Social Security of Eliminating Age Discrimination in Employment). An Interim Report Prepared by the U.S. Department of Labor as Required by the Age Discrimination in Employment Act.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.; Department of Labor, Washington, D.C.

Report No.-Comm-Pub-97-283

Pub Date-Aug 81

Note-374p.; Not available in paper copy due to small print.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Age Discrimination, Employer Attitudes, Federal Legislation, Labor Force Nonparticipants, Older Adults, Personnel Policy, Policy Formation, *Public Policy, *Retirement, *Retirement Benefits, *Work Attitudes

Identifiers-*Age Discrimination in Employment Act Amend 1980, *Mandatory Retirement, National Policy, Social Security Benefits

The results of more than two-and-one-half years of study by the United States Department of Labor on the effects of the Age Discrimination in Employment Amendments on older workers' retirement plans indicate that removing employment obstacles facing older workers will increase labor force participation rates and, in turn, help refinance the Social Security system more compassionately than simply reducing retirement benefits. Recent legislation raising the mandatory retirement age to 70, when combined with the future elimination of mandatory retirement altogether and the removal of employment disincentives in present pension plans, would together add nearly one-half million older workers to the labor force by the year 2000. In contrast, a 10 percent reduction in Social Security benefits would increase labor force participation only by 64,000, while at the same time placing heavy economic burden on millions of elderly retirees. (KC)

ED 210 541 CE 030 842

Berleman, William C.

Reports of the National Juvenile Justice Assessment Centers. Juvenile Delinquency Prevention Experiments: A Review and Analysis.

Washington Univ., Seattle. Center for Law and Justice.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date-Oct 80

Grant-LEAA-77-JN-99-0017

Note-167p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adolescents, Antisocial Behavior, Children, Delinquency, *Delinquency Prevention, Delinquent Behavior, Program Descriptions, *Program Effectiveness, *Program Evaluation

Ten delinquency prevention studies are reviewed that incorporated rigorous evaluative procedures (specifically the classic experimental design) for assessing programmatic outcomes. Following an introduction, the evaluation mechanisms built into each project are described, since they were used for determination of the effectiveness of the preventive services. The format used for the project reviews is then outlined: background (how and why the experiment was undertaken), theoretical orientations of service given, research design, treatment providers, treatment population, dimensions of treatment (amount of contact time, treatment plan, involvement of experimental subjects), findings, and recommendations. The ten studies reviewed are Cambridge-Somerville Youth Study, Massachusetts; New York City Youth Board, Validation Study of the Glueck Prediction Table; Minimum Benefits Project, Washington, D.C.; Midcity Project: Boston, Massachusetts; Youth Consultation Service Project, New York, New York; Chicago Youth Development Project, Illinois; Seattle Atlantic Street Center Experiment, Washington; Youth Development Program, Columbus, Ohio; Opportunities for Youth Project, Seattle, Washington; Wincroft Youth Project, Manchester, England. A general discussion uses the same outline/format topics to consider the experiments as a whole. The generalized finding is made that no study produced positive effects, that is, the delinquency prevention services were no more effective than an absence of services. (YLB)

ED 210 542 CE 030 843

Danser, Kenneth R. Laub, John H.

Analysis of National Crime Victimization Survey Data to Study Serious Delinquent Behavior. Monograph Four: Juvenile Criminal Behavior and Its Relation to Economic Conditions.

Criminal Justice Research Center, Albany, N.Y.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-May 81
Grant-LEAA-78-JN-AX-0029
Note-128p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adolescents, Adults, Blacks, *Crime, *Delinquency, *Delinquency Causes, *Economic Climate, Females, Males, Research, *Unemployment, Whites, Young Adults, Youth Employment, Youth Problems
Identifiers-Consumer Price Index, Gross National Product, National Crime Survey

Quarterly offending data from the National Crime Survey 1973-78 (NCS) were used to address the question: what effect do economic conditions have on criminal behavior over time? A total rate of offending in personal crimes as well as crime specific rates for robbery, aggravated assault, and simple assault were examined. Analysis focused on three major issues. The first involved analysis of the general relationship between economic conditions (unemployment, Consumer Price Index, and Gross National Product) and overall rates of offending (total, robbery, aggravated assault, and simple assault). These economic conditions were shown not to be related to NCS rates of offending. The second issue was the relationship between age-race-sex specific rates of offending. Analysis found virtually no relationship between quarterly fluctuation. The third major issue was the interrelationship between adult unemployment and juvenile crime. Sex and race specific adult unemployment rates were correlated with comparable sex and race offending rates for juvenile (12-17) and youthful (18-20) offenders. Only four of 32 relationships were found statistically significant. (Appendixes, amounting to approximately one-half of the report, include annotations and references to relevant literature, NCS questionnaire, offender age in NCS data, and bibliography.) (YLB)

ED 210 543 CE 030 845

The Effect of Military Personnel Requirements on the Future Supply of Scientists and Engineers in the United States. Papers and a Conference Report (Washington, D.C., June 10, 1981).

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Pub Date-81
Note-94p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Demand Occupations, Demography, Employment Projections, *Engineers, Higher Education, *Labor Needs, *Labor Supply, *Military Service, *Policy Formation, Public Policy, *Scientists, Volunteers

This document contains two papers commissioned by the Human Resources Commission of the National Research Council to explore the potential effects of military personnel requirements on the supply of scientists and engineers, and reaction to the papers from a one-day seminar of invited participants. The first paper, by Dr. Dael Wolfle, considers the implementation of policy alternatives such as an all-volunteer force, selective service, national youth service, and strengthening the reserves and national guard. It concludes that any of these options would not create a significant problem for the future supply of scientists and engineers under less than all-out emergency conditions. The second paper, by Dr. Richard Cooper, includes a detailed analysis based on knowledge of recent trends in military procurement, demographics, and various policy options open to the nation for meeting its military personnel needs. Cooper's paper (1) develops an analytical framework for addressing the effects of military personnel procurement policy on the future supply of scientists and engineers; (2) explores the possible effects under several alternate scenarios; and (3) establishes a research agenda for determining more precisely what these effects might be under a wide range of alternative circumstances. Participants in the conference indicated general agreement with the authors' findings and the way in which they were produced. The final conclusion of the conference was that military personnel requirements under less than major increases in force levels or mobilization conditions will not have a heavily negative effect on the output of scientists and engineers; and under some conditions, military personnel policies might increase this supply. (KC)

ED 210 544 CE 030 846

Ahren, Nancy C. Scott, Elizabeth L.

Career Outcomes in a Matched Sample of Men and Women Ph.Ds. An Analytical Report.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Report No.-ISBN-0-309-03194-X
Pub Date-81
Note-118p.
Available from-National Academy Press, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, DC 20418.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Rank (Professional), Behavioral Sciences, Career Choice, Comparative Analysis, Doctoral Degrees, Educational Background, Employment Experience, Employment Level, *Employment Patterns, Faculty Promotion, Females, Higher Education, Humanities, Individual Characteristics, Males, Marital Status, Mathematics, Occupational Aspiration, *Outcomes of Education, Promotion (Occupational), *Salary Wage Differentials, *Sex Bias, *Sex Differences, Social Sciences, Student Financial Aid, Tenure, Underemployment, Unemployment
Identifiers-Prestige, *Survey of Doctorate Recipients

A study analyzed the career outcomes of men and women Ph.D.s Based on a sample survey of approximately 50,000 Ph.D scientists, engineers, and humanists, conducted in 1979 by the National Research Council, the study examined 5164 triads consisting of one woman and two men who were matched as nearly as possible according to selected background characteristics (including age, years of prior experience at receipt of doctorate, support during graduate school, marital status, employment status, promotions, salary, and academic rank and tenure). Designed to determine whether there has been a trend in the discrepancy between the career patterns during the past decade, the study provides data on sex-related barriers to the advancement of women in each major field for cohorts of triads who obtained doctorates in each of the following periods: the 1940s and 1950s, the 1960s, 1970-1974, and 1975-1978. The following facts emerged from the survey: (1) even for most recent Ph.D.s, involuntary unemployment was two-and-one-half times higher for women than for men; (2) sex differentials are large and pervasive in faculty status, tenure status faculty appointments, and promotions; and (3) significant sex-related salary differentials still exist at all levels and types of institutions. (MN)

ED 210 545 CE 030 847

Age Discrimination in Employment Act of 1967, as Amended. A Report Covering Activities under the Act During the Last Quarter of Fiscal Year 1979 and Fiscal Year 1980.

Equal Employment Opportunity Commission, Washington, D.C.
Pub Date-81
Note-52p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Age Discrimination, Agency Cooperation, Agency Role, Annual Reports, Compliance (Legal), Court Litigation, Employment Practices, *Equal Opportunities (Jobs), *Federal Legislation, *Law Enforcement, Middle Aged Adults, Personnel Policy, Public Agencies, Public Policy, *State Legislation

Identifiers-Age Discrimination in Employment Act 1967, *Age Discrimination in Employment Act Amend 1980

The jurisdictional responsibility for administration and enforcement of the Age Discrimination in Employment Act of 1967, as amended (ADEA), was transferred to the Equal Employment Opportunity Commission (EEOC) from the Department of Labor (DOL) in July, 1979. The EEOC reorganized its operating and case-handling procedures, resulting in the processing of new charges without delay (under four months). By the end of Fiscal Year 1980 (FY-80), the case backlog had been reduced by two-thirds to 35,000 charges; the remedy rate for new charges approached 50 percent; and benefits to individuals exceeded $43 million. Also, more than 125 new systemic cases were initiated pursuant to specific and coordinated selection standards. During FY-80, because of increased interest in ADEA, coupled with EEOC's high visibility in enforcing the Act, the ADEA workload increased dramatically. The individual charge rate increased by about 60 percent, from 5,374 charges filed in FY-79 to 8,779 in FY-80. To resolve the growing workload problem, EEOC requested in its 1981 budget funds for state fair employment practices agencies so they could help process some of the workload. Procedural reforms began by the EEOC should also help to smooth the age discrimination complaint process. (This annual report includes a detailed description of the process of transferring ADEA from the DOL to the EEOC, a description of cases settled and pending, and a summary of state age discrimination in employment laws.) (KC)

ED 210 546 CE 030 848

Berryman, Sue E. And Others

CETA: Is It Equitable for Women? A Rand Note.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Commission for Employment Policy (DOL), Washington, D.C.

Report No.-Rand/N-1683-NCEP

Pub Date-May 81

Contract-DOL-99-0-2716-50-47

Note-83p.

Available from-Publications Department, The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($5.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, Employment Level, Employment Patterns, *Employment Programs, Equal Opportunities (Jobs), *Females, Followup Studies, *Job Training, Longitudinal Studies, Nontraditional Occupations, Occupational Aspiration, Participant Characteristics, Participation, *Resource Allocation, *Salary Wage Differentials, *Sex Fairness

Identifiers-*Comprehensive Employment and Training Act

A study assessed whether the Comprehensive Employment and Training Act (CETA) equitably allocates its training, employment, occupational, and wage benefits by sex. To analyze the sex equity of CETA's resource distribution, researchers used data from the Continuous Longitudinal Manpower Survey (CLMS) for fiscal 1976, 1977, and 1978 CETA enrollees. Respondents were sampled from each quarter's CETA enrollees, interviewed in the quarter after their enrollment, and followed for 36 months. Analyzed in the study were data pertaining to program participation by CETA title, program assignment within CETA, occupational desegregation in CETA, and in-CETA wages. Based on these data, researchers drew the following conclusions: (1) women between 18-25 years of age are underrepresented in all CETA titles for all fiscal years except Title I in fiscal 1978; (2) although women are at least as likely as men to get the activity that they desired at CETA entry, CETA integrates women less into the workplace (providing classroom rather than on-the-job training) and less into jobs intended as transitions to unsubsidized employment than it does men; (3) CETA's occupational desegregation record is still not notable; and (4) based on available data, CETA does not appear to pay inequitable wages by sex. (MN)

Perritt, Roger Dale Shinn, Glen C.

Effects of Two Instructional Techniques Used with the Ford Power Train Simulator on the Performance of Mississippi Vocational Agriculture Students.

Pub Date-4 Dec 81
Note-9p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 4, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agricultural Education, *Agricultural Engineering, Agricultural Machinery, Audiovisual Aids, Comparative Analysis, *Educational Equipment, Group Activities, Individualized Instruction, Learning Activities, *Lecture Method, *Simulation, *Small Group Instruction, *Teaching Methods, Vocational Education

A Mississippi study examined the effects of two instructional techniques using the Ford power train unit as an instructional aid. Eight schools were randomly selected from a population of 33 vocational agricultural departments. Three schools with 10 students from each school were randomly selected and assigned to treatment A, traditional lecture-demonstration. Six schools with five students from each school were randomly selected and assigned to treatment B, small group self-study. Treatment A served as the control group. One school participated in both treatments. The experimental independent variables manipulated by the researchers were (1) the type of instruction and (2) mechanical aptitude. Dependent variables were cognitive psychomotor and attitude posttest scores. High mechanical aptitude students taught by the small group self-study technique scored significantly higher on a second posttest than low mechanical aptitude students taught by the lecture-demonstration technique. Traditional lecture-demonstration students had a better attitude toward their instructional technique regardless of the mechanical aptitude level. High mechanical aptitude students were most negative toward small group self-study and most positive toward the lecture-demonstration technique. (BPB)

ED 210 548 CE 030 852

Sredl, Henry J.

Trends in Vocational and Technical Education in the People's Republic of China.

Pub Date-6 Dec 81
Note-14p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 6, 1981).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Demography, Educational Needs, Educational Philosophy, Educational Television, *Educational Trends, *Education Work Relationship, Foreign Countries, History, *National Programs, On the Job Training, Part Time Students, Philosophy, Postsecondary Education, Program Descriptions, Secondary School Curriculum, *Technical Education, *Vocational Education, Work Study Programs, Youth
Identifiers-*China, *Reindustrialization

Field research was conducted to identify and examine the most recent trends in vocational and technical education during the Chinese Post-Cultural Revolution years of 1976-1981. Prior to the Revolution more than half of the middle school students participated in skill training before graduation. All such programs were abolished during the Revolution, and since then the recovery rate has been slow. Of the approximate 65 million middle school students, only 2 percent were enrolled in vocational and technical programs in 1979. Presently, work-study programs are being revived; in China's Jilin province primary and middle schools are operating 4,000 workshops and 15,000 farms. Part-time education has shown the greatest growth with a participation level of 68 million workers, peasants, and cadres. Now, instructional television programs are providing instruction to workers in general and technical education areas. Central Broadcasting and Television University, founded in 1979, is a degree-granting institution with 410,000 students. Tertiary industries have been established as local or neighborhood collectives. Their educational programs are small and informal, usually consisting of on-the-job training for entry level positions. And recently, on-the-job training in the form of apprenticeship has had renewed interest. Such programs and educational efforts are vital to China's future. If China is to achieve its goals of modernization and improvement of individual welfare, it can come only with continued growth in vocational and technical education at all levels. (BPB)

ED 210 549 CE 030 856

Hurst, Marsha Zambrana, Ruth E.

Determinants and Consequences of Maternal Employment: An Annotated Bibliography, 1968-1980.

Business and Professional Women's Foundation, Washington, D.C.
Pub Date-81
Note-88p.
Available from-Business and Professional Women's Supply Service, Inc., 11722 Parklawn Dr., Rockville, MD 20852 ($3.75).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies, Child Welfare, Employed Parents, *Employed Women, Family Relationship, *Mothers, *Parent Child Relationship

This bibliography contains annotations to over 200 books, reports, papers, and articles on maternal employment. It focuses on critical issues related to maternal employment and the effects of maternal employment on women, their children, and their families. An introduction describes the bibliography and identification of the literature reviewed and briefly reviews some of the resources. The bibliography is organized by genre. Articles in professional journals and clinical studies are most extensively reviewed. They are divided by subtopics: why women work, effects on children, effects on the family, and changing concepts and images of the working mother. Other genres of resources are working mother content of popular child-rearing books, bibliographies on working women, and children's books. For each resource this information is provided: author(s), title, source or place of publication and publisher, date or page numbers, and annotation. A list of technical and governmental reports and papers on maternal employment concludes the bibliography. (YLB)

ED 210 550 CE 030 860

Brauchle, Paul E. And Others
Teaching Affective Work Competencies to Alternative High School Students: The Testing of an Instructional Strategy.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
Spons Agency-Missouri State Dept. of Social Services, Jefferson City.
Pub Date-81

Contract-10-21-BS-'81
Note-52p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Audiovisual Aids, Competence, Economically Disadvantaged, *Educational Strategies, *Employment Potential, *High School Students, Instructional Materials, Learning Modules, Magnetic Tapes, *Nontraditional Education, Program Effectiveness, Slides, Teaching Methods, *Work Attitudes
Identifiers-Joplin R VIII School District MO

A study examined the feasibility of using slide-tape teaching strategies to enhance affective work competencies in economically disadvantaged students in grades 9-12 from the satellite school serving the Joplin R-VIII School District in Missouri. Twenty-nine alternative school students attending the satellite school received training designed to enhance their affective work competencies. This training, which was in the form of slide-tape affective work competencies modules (ACTWMs), provided information on five topics (ambition, self-control, organization, enthusiasm, and conscientiousness) as well as a summary and a review. After completing the training, these students were compared with students from traditional high schools (students who were not given ACTWMs) with respect to affective work competencies and general academic achievement. Because of the small sample size, a matched pairs posttest-only design was selected for the Abridged Affective Work Competencies Inventory and the Wide Range Achievement Tests), it was determined that the slide-tape method of teaching affective work competencies was not effective with these students. Therefore, recommendations were made calling for research to determine other methods with more potential for integration into other educational activities. (MN)

ED 210 551 CE 030 861

Brumm, Loren

Wisconsin's Technical School of the Air.

Pub Date- Dec 81

Note-21p.; Paper presented ath the Annual Conference of the American Vocational Association (Atlanta, GA, December 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Broadcast Television, Cable Television, *Competency Based Education, Educational Television, Electricity, Instructional Materials, *Material Development, Postsecondary Education, Public Television, Secondary Education, Technical Education, *Telecourses, *Television, *Vocational Education

Identifiers-*Technical School of the Air, *Wisconsin

The Technical Scoool of the Air was developed to deliver video-based courses via boradcast and cable television. The system was designed to implement competency-based instructional courses and programs statewide. An audio visual material production consortium was established to facilitate joint production/acquisition efforts, reduce duplicate production, and increase course quality. Materials in Basic Electricity and AC-DC circuits were first developed and broadcast on educational television. Although the project focus had been postsecondary, Wisconsin high school districts requested and received permission for taping programs off the air for future use. Four courses have been produced or acquired and used in broadcast. Over 3000 students have enrolled in these courses via open broadcast and cablecast. The system has been effective in reaching previously unserved adults and is extremely cost effective from an acquisition/production perspective. It also provides programming software needed to experiment with alternative and innovative delivery systems. Planned activities focus on course identification and purchase, establishment of additional co-production and -funding agreements with other agencies, national distribution of materials, and solicitation of funds. (Appendixes include brochures on the video courses available.) (YLB)

ED 210 552 CE 030 863

Jacobson, Marilyn D. Grabowski, Barbara T.

Computerized Systems of Career Information and Guidance: A State-of-the-Art.

Spons Agency-Northwestern Univ., Evanston, Ill.
Pub Date- 81
Note-37p.; An earlier version of this paper, titled Methodology and Development for a Statewide Career Information Delivery Systems,'' was presented at the Annual Meeting of the American Educational Research Association (1981).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Adults, Career Education, *Career Guidance, Computer Oriented Programs, Computer Programs, Computers, Databases, *Information Systems, *Occupational Information, *Online Systems, Postsecondary Education, *Reference Services, Secondary Education, *Systems Analysis, Systems Develooment
Identifiers-*Career Information Systems, Illinois

The need for timely, accurate, and locally relevant career information has been escalating. Within the last 15 years, computer-based systems have been developed that put occupational descriptions, labor market information, plus education, training, and financial aid information into formats usable by students and adults in school and nonschool settings. The proliferation of systems marketed competitively, the increasing depth and breadth of information available, plus the sophistication of the guidance aspects of systems have produced a consumer's dream, but also a major dilemma. Selection of a system for a statewide or substate unit that corresponds to the particular needs of the targeted constituency requires thorough knowledge of the prospective users' characteristics, material and human resources available, hardware capacities, software content, and hardware/software compatibility. All of these factors were taken into consideration during the Career Information Delivery System Feasibility Study in Illinois, and the study provides a model for the selection process. (Various computer-based occupational information delivery systems are described in this paper, comparisons are made, and systems selected by various states are discussed.) (Author/KC)

ED 210 553 CE 030 865

Romaniuk, Jean Gasen Swartz, Laurel

Development of Educational Programs for Older Adult Learners: A Statewide Evaluation.

Pub Date-Nov 81

Note-22p.; Paper presented at the Annual Meeting of the Gerontological Society (Toronto, Ontario, Canada, November 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, College Planning, *College Programs, College Students, Community Role, Community Support, Educational Gerontology, Educational Needs, Educational Policy, Financial Support, Higher Education, Middle Aged Adults, Nontraditional Education, Nontraditional Students, *Older Adults, *Organizational Effectiveness, *Program Development, *Program Effectiveness, Program Evaluation, Two Year Colleges

Identifiers-*Virginia

Declines in the numbers of 18-22-year-old college students, coupled with rapidly rising costs for providing education, are contributing to the increased efforts that colleges and universities are making to attract nontraditional students into both traditional and nontraditional programs. A study was made of all 73 colleges and universities in Virginia to ascertain what factors influence the development (or nondevelopment) of programs for older adults. Information was collected on how such factors as financial resources, administrative support, cost of the program, community interest and support, etc., might influence program development. Results indicated that two factors had the most positive impact on program development overall: general demand or need for such a program and administrative support within the institution. Two factors having the most negative impact were inadequate financial resources and cost of the program to participants. Analysis of differences between those colleges with, versus those without, a current program revealed that knowledge and support of the community and adequate financial resources most clearly differentiated these two groups. Finally, general demand, administrative support, and community support were much more positively related to program growth for two-year public institutions when compared with four-year public and private institutions. It was concluded that the knowledge of and access to the community, along with state and institutional policies that provide incentives for financial viability, are central to the development of programs for older adult learners. (Author/KC)

ED 210 554 CE 030 866

Roberts, Keith J.

A Study of Mathematics Needed for Dental Laboratory Technology, Medical Laboratory Technology, and Respiratory Therapy.

Pub Date-Dec 81

Note-16p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Basic Skills, *Dental Technicians, Educational Research, Mathematics Curriculum, *Medical Technologists, Postsecondary Education, Surveys, *Technical Mathematics

Identifiers-*Mathematics Skills, *Respiratory Therapy, Wisconsin

A study was conducted to determine what mathematics skills were needed for Dental Laboratory Technology, Medical Laboratory Technology, and Respiratory Therapy. Data obtained from studies, course outlines, textbooks, and reports were used to construct a 79-item mathematics skill questionnaire. This questionnaire was administered to employers, employees, technical instructors, licensing bodies, and mathematics instructors, who indicated skills considered important. The information was then rank ordered. Findings were that a wide range of mathematics content was being taught to students in the health occupations under investigation, within a technical area respondents agreed as to which skills were considered important, mathematic skills needed by the dental laboratory technician were different from that needed by other health technicians, and there were high levels of agreement between rankings of mathematics skills by mathematics faculty and other respondents. Some conclusions and implications from the data analyses included agreement as to importance of skills indicating communication between schools and employers, a common core of mathematics needed by dental laboratory technicians that is different from that needed by other health technicians, and implementation of the study through use of the survey for needs assessment and development of a curriculum responsive to local needs. (Three data tables are appended.) (YLB)

ED 210 555 CE 030 867

Mannebach, Alfred J.

Relevance and Access: A Comprehensive Evaluation of a Statewide System of Vocational Agriculture.

Pub Date- 81

Note-11p.: Paper presented at the Annual Conference of the American Vocational Association (Atlanta, GA, December 4, 1981).

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agricultural Education, Agricultural Occupations, *Educational Needs, *Educational Planning, Employment Projections, Enrollment, Facilities, Females, Graduate Surveys, Guidelines, Males, Minority Groups, Outcomes of Education, Program Development, *Program Effectiveness, Program Evaluation, *Regional Schools, Secondary Education, Statewide Planning, Student Recruitment, *Vocational Education

Identifiers-*Connecticut

A study of the regional vocational agriculture centers in Connecticut was conducted to determine the following: (1) the need for vocational agriculture (vo-ag) in the state; (2) criteria to be used as guidelines in the future development of vocational agriculture programs; and (3) alternatives for the further development of vocational agriculture in the state. Research factors were identified as relevance factors (community and vo-ag program enrollments, current and potential agricultural and related employment, and graduate placement) or access factors (program awareness, transportation, and instructional environment). Data were gathered from vo-ag students, instructors, superintendents, and employers through document research, development and implementation of survey instruments, interviews, and researchers' observations. Findings included the following: (1) enrollment increasing for five years because of greater participation by female students; (2) placement and employment more than one-third of the vo-ag graduates were furthering their education, while more than half had found employment in agriculture-related fields; employment needs greater than supply were projected for nonfarm agricultural occupations, but fewer farm jobs were forecast; (3) program awareness public relations techniques were used, but minority recruiting was not perceptible; (4) transportation and tuition did not appear to be problems; and (5) instructional environment facilities and pupil-teacher ratios were generally perceived as good. Through the data gathered, criteria and strategies for maintenance, expansion, and relocation of programs and development of new programs were prepared. (KC)

ED 210 556 CE 030 868

Mannebach, Alfred J.

Priorities for Research in Agricultural Education.

Pub Date- 81
Note-9p.; Paper presented at the Annual Conference of the American Vocational Association (Atlanta, GA, December 4, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agricultural Education, Educational Needs, Educational Planning, *Educational Research, Higher Education, *Institutional Role, Part Time Employment, Policy Formation, Research Methodology, *Research Needs, Research Problems, *Research Projects, Research Utilization, Secondary Education, *Vocational Education, Work Study Programs

Several methods for determining priorities for research in agricultural education can be cited. These include the following: to rely on individual initiative, as has been done in the past; to get organized as a profession and reach agreement regarding research priorities at the national, regional, or state levels; to wait for federal and state direction regarding research priorities; or to obtain input from the various publics regarding what agricultural education's priorities should be. Research priorities can also be approached from the standpoint of process and product. Some process approaches that might be considered include: (1) inventorying those problems that have no current answers to find priorities (educational ignorance), (2) determining felt need but whose need?, (3) waiting for federal or state initiative, which may be blocked by fund shortages; and (4) expecting leadership from the profession if it has the resources needed. A look at the product'' of research reveals many valid areas for research in agricultural education, such as annual personnel needs in agricultural occupations, agricultural curricula, agricultural special needs students, impact of Future Farmers of America, predictors of success in students and teachers, and many other potential research subjects. One example of an area that could spawn many research projects is the assessment of parttime employment of in-school youth. Thinking about the questions raised regarding process and product of agricultural education research should aid the profession in determining relevant actions to take to determine research priorities. (KC)

ED 210 557 CE 030 874

Grant, Jesse R. And Others

Aviation Support Equipment Technician (ASE 3 & 2 and ASM 3 & 2). Volume 1, Basics. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Program Development Center, Pensacola, Fla.
Report No.-NAVEDTRA-10325
Pub Date-81
Note-378p.; Photographs will not reproduce well.

Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Aviation Mechanics, Aviation Technology, Aviation Vocabulary, Behavioral Objectives, Engines, Equipment, *Equipment Maintenance, Fuels, Hand Tools, Independent Study, *Learning Activities, Learning Modules, Machine Tools, Maintenance, Mechanical Equipment, Mechanics (Process), *Military Training, Postsecondary Education, *Programed Instructional Materials, Staff Development, Technical Occupations, Vocational Education
Identifiers-*Navy

This Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that will enable aviation support equipment personnel to help themselves fulfill the requirements for advancement. Designed for individual study and not formal classroom instruction, the RTM provides subject matter that relates directly to the occupational standards of the Aviation Support (AS) Equipment Technician. The NRCC provides a way of satisfying the requirements for completing the RTM. Assignments in the NRCC include learning objectives and supporting items designed to lead the student through the RTM. Volume 1 is the basic manual for the AS rating. It provides the beginner with fundamental ground support equipment shop organization and shop procedures. It includes the rate structure, with a short history of the AS rate, supply publications, Naval Aviation Maintenance Program, and ground support equipment, tools, test equipment, materials, and hardware also are discussed; and the appendix contains a list of acronyms and definitions of terms used in the course. (The Aviation Support Equipment Series, of which this document is the first volume, replaces chapters of the three service ratings, Aviation Support Equipment Technician's E (Electrical), M (Mechanical), and H (Hydraulic). (KC)

ED 210 558 CE 030 883

Anderson, Carmell F.

The Post-Industrial Organization as a Learning Center.

Pub Date-6 Nov 81

Note-127p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Education, Humanism, *Industrial Training, Inplant Programs, Inservice Education, *Labor Force Development, *Management by Objectives, *Models, *Social Change

Identifiers-*Andragogy

Two questions are answered in regard to the Andragogical Management-by-Objectives (AMBO) model in adult education within industry that focuses on the individual and is process-centered. The first question introduces and presents a justification for AMBO. Its philosophical foundations are described, and supporting learning theory arising from the humanistic position are overviewed. The concept of a knowledge organization'' is also discussed. Close attention is paid to underlying issues and rationale for modification of the MBO process as well as to andragogical theory. The detailed description of the AMBO model considers limitations, anticipated outcomes, and objectives of this model that calls for self-directed, proactive learning in a workplace context. The second question presents the policy statement which is meant to serve as a model for AMBO implementation. It proposes Androgogical Human Resources Development (AHRD) as the managerial policy statement, since AHRD attempts to merge an open systems model with a developmental model in order to facilitate social change. Topics covered include philosophical foundations, rationale, and legal precedent. An Androgogical System is discussed that illustrates the AMBO process operating with an AHRD organization. Bibliographies follow each question discussion, and a comprehensive bibliography concludes the paper. (YLB)

ED 210 559 CE 030 886

Tulloch, Charlotte Omvig, Clayton P.
Competencies and Preparation Programs for Kentucky's Special Vocational Teachers. Final Report.
Kentucky Univ., Lexington. Div. of Vocational Education.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date-Jul 80
Note-104p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Disabilities, *Disadvantaged, Educational Research, Job Skills, Literature Reviews, Models, National Surveys, Secondary Education, Special Education, Special Education Teachers, Teacher Certification, *Teacher Education, *Teaching Skills, *Vocational Education, *Vocational Education Teachers
Identifiers-*Kentucky

A Kentucky project sought to identify teacher competencies and subsequent combinations of courses that could provide needed skills for special vocational teachers. Findings from the literature were combined with information from a national survey of state coordinators of special needs programs. Thirty-nine surveys were completed. Results showed that supervisors nearly unanimously felt additional training for certified teachers was needed; the most frequent recommendation of minimal pre-employment preparation for vocational and academically certified teachers was for orientation to nature and needs of special students; and the most frequent recommendation for special education teachers was for preparation in understanding the philosophy and purpose of vocational education. Other survey questions regarded perceived importance of 22 competencies or content areas and funding or special vocational teacher education. (Tables and a narrative description of data are provided.) Recommended teacher competencies included understanding of special student needs and characteristics, planning, adopting, and carrying out instruction; classroom management; evaluation; and guidance. (The final chapter describes the recommended cooperative preparation model with vocational education, special education, graduate, and inservice program components. Endorsement/certification is also discussed. Appendixes include the survey and recommendations of minimal pre-employment preparation.) (YLB)

ED 210 560 CE 030 888

Ingersoll, Berit Chenoweth, Barbara

Coping with Aches and Pains: An Education/Support Group Model.

Michigan Univ. Hospital, Ann Arbor. Turner Geriatric Clinic.
Pub Date-Oct 81
Note-54p.; Some pages may be marginally legible
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Coping, Discussion Groups, *Diseases, Experiential Learning, Group Discussion, *Groups, *Models, *Older Adults, Program Descriptions, Program Development, Program Evaluation, Program Guides, Publicity, Questionnaires, Self Evaluation (Individuals)
Identifiers-*Pain, *Support Groups

This booklet for practitioners and others working with groups of older adults with chronic pain describes a model for a program for learning about factors associated with pain and about coping. An overview is provided of the model developed at the Turner Geriatric Clinic that has an education and support group format and involves both an informational and experiential component. (Each session combines a lecture by an expert with brief experiential exercises and/or personal group discussion. The various phases of the program are discussed in detail, including planning, publicity, six group sessions (with two handouts), and evaluation. Questionnaires administered during the first and last sessions are provided. These recommendations from the planning members are listed: extensive publicity, six sessions in the prescribed order, review of previous session and preview of following one in each group meeting, circular seating arrangement, speakers who present too much rather than too little information, one speaker per session, review after each meeting among planning members, general aches and pains emphasis rather than focus on specific chronic pain condition, ongoing evaluation, and variations, including different settings and leadership arrangements. (YLB)

ED 210 561

CE 030 889

Rose, Harold, Ed. And Others

The Paraprofessional Handbook: A Guide for Adult Homebound Instructors.

Kentucky State Dept. of Education. Div. of Adult Education.; Morehead State Univ., Ky.; Murray State Univ., Ky.

Pub Date- 81

Note-43p.; Document presented as a paper at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education, Adult Programs, Diagnostic Teaching, High School Equivalency Programs, *Home Programs, Home Visits, *Itinerant Teachers, Nontraditional Education, *Paraprofessional Personnel, Recordkeeping, Student Placement, Student Records, Student Recruitment, Teacher Role, Teaching Methods, Testing

Designed by Kentucky paraprofessional home instructors from their own personal experiences, this handbook is a practical guide to the Paraprofessional Home Instruction Program for new paraprofessionals, their supervisors, and other interested adult educators. An introduction describes home instruction for adults who desire basic educational instruction. Goals of home instruction are listed. The next section outlines roles of the paraprofessional home instructor and supervisor, training for the job, tips on dress code and attitude and behavior, and suggestions regarding forms, scheduling, materials for students, and student folders. A section on students covers recruitment, talking with potential students, enrollment, and scheduling visits. Discussion in the next section on the student focuses on putting the student at ease, setting goals, placing students in starter materials, formal testing and placement, prescribing a learning program, and learning management. Other sections offer tips on organizing paperwork, solutions to possible problems (confidentiality, personal safety, home environments, counseling, conflict areas, honesty), and answers to some common questions of paraprofessionals. Personal stories about students are provided. Enrollment and prescription forms are appended. (YLB)

ED 210 562 CE 030 891

Clark, Donald M.

A Handbook for Cooperative Planning and Cooperative Arrangements in Adult Basic Education.

National Association for Industry - Education Cooperation, Buffalo, N.Y.
Spons Agency-New York State Education Dept., Albany. Div. of Continuing Education.
Pub Date-Jul 81
Note-27p.

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Basic Education, *Community Cooperation, Community Involvement, *Community Resources, *Cooperative Planning, Program Design, Program Development, Program Evaluation, *Program Implementation, School Community Relationship
Identifiers-*Resource Utilization

This handbook for adult basic education (ABE) program operators is designed to provide an understanding of procedures involved in establishing or improving ABE/cooperative planning and arrangements (CP&A). It is organized around four major topics. Chapter 1 overviews community resource utilization in ABE programs. A systems approach to cooperative planning is described in chapter 2. It covers determining and securing support, establishing a community advisory group, cooperative planning and design of programs, and the organizational context in cooperative planning. Chapter 3 outlines procedures used in implementing cooperative arrangements: staff orientation, public information activities, targeting cooperative arrangements to specific needs, recruitment strategies, resource person selection, community resource utilization, orientation and placement of resource persons, community resource persons. Chapter 4 describes a comprehensive evaluation system. (YLB)

ED 210 563 CE 030 896

Ellsworth, Carol

Use of Supportive Behaviors by Home Economics Education Students in a Pre-Service Course.

Pub Date-81

Note-10p.; Paper presented at the Annual Conference of the American Vocational Association (Atlanta, GA, December 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, Educational Research, Emotional Response, *Home Economics, Microteaching, *Preservice Teacher Education, *Teacher Behavior, Teacher Characteristics

The purpose of a study was to identify factors impacting on supportive behavior exhibited by pre-service home economics education teachers that relate to student-teacher interaction. Four types of positive affective actions were examined: verbal, physical contact, facial, and physical proximity. A pretest/posttest design used videotaped micro-teaching sessions as the tests. The control and two treatment groups were comprised of 123 female students enrolled in four sections of a home economics education orientation class at Brigham Young University. All groups received written and oral feedback on lesson outlines and micro-teaching sessions and three mini lessons between the two sessions. The control group received feedback and mini lessons on instructional behaviors. The first treatment group received feedback on instructional and supportive behaviors; mini lessons were concerned only with instructional behaviors. The second treatment group received feedback and mini lessons on supportive behaviors. Findings were that physical proximity was the most frequently used supportive behavior, use of all supportive behavior increased, there was no significant difference in use of supportive behavior among the three groups, use of facial supportive behavior showed least gain, and there was a positive correlation between a subject's total self-concept score and use of verbal supportive behavior. A significant conclusion was that receiving mini lessons on use of physical contact and proximity had a positive effect on their use. (Five tables are appended.) (YLB)

ED 210 564 CE 030 913

Anderson, Beverly L. And Others

Ready to Work. Using Competencies, Standards and Assessment to Meet Local Employer Needs.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Contract-400-81-0013
Note-139p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Competency Based Education, *Employer Attitudes, *Employment Potential, Evaluation Methods, Individualized Instruction, *Job Skills, Program Administration, Program Design, Program Development, Program Guides, *Program Implementation, Recordkeeping, *Skill Development, Student Evaluation, Student Records

Written for planners and practitioners in employability skills development programs, this handbook provides information and resources for designing and implementing competency-based instruction. Chapter 1 provides an introduction to basic terms and concepts that make up a competency-based system. It describes four skills required for one to be considered ready to work'' or employable: pre-employment competencies, work maturity, educational skills, and occupational skills. Chapter 2 presents a process and resources for planning a competency-based employability skills development process. Techniques are detailed for building a workplan, gathering information to define competencies, laying out the set of competencies and performance indicators, and reporting the process. Chapter 3 focuses on assessing competencies. Topics covered include purposes for assessment, methods, instrument development or selection, and organizing the assessment process. Chapter 4 on program management considers developing management goals. Chapter 5 offers a model for individualizing employability training. Examples of individual planning forms are provided. Chapter 6 looks at recordkeeping

and reporting, including audiences and data sources. Selected forms are provided. Appendixes, amounting to approximately one-third of the handbook, include a listing of resources, sample competency development plan, sample competency sets, and starter lists of published instruments. (YLB)

ED 210 565 CG 015 590

White, Michael J.

Correlates of Community Satisfaction.

Pub Date-25 Aug 81

Note-31p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Table 1 is of marginal legibility.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Characteristics, *Community Satisfaction, *Community Services, *Life Style, Multiple Regression Analysis, *Quality of Life, Questionnaires, Social Influences

Communities, defined as either physical or sociocultural entities, vary widely in reported levels of resident satisfaction. Dimensions of community characteristics were studied to assess their relative importance to resident community satisfaction. A questionnaire about various community characteristics such as social life, physical characteristics, services, and opportunities, was administered to college students (N 138) from a variety of hometowns. Results indicated that issues of maintenance and attractiveness were most important as well as service and opportunity elements. Concerns relating to social support and cohesion identified a relatively small percentage of the variance associated with community satisfaction. These results may apply, however, to relatively young, mobile, and better educated individuals from small towns. (RC)

ED 210 566 CG 015 591

White, Charles B.

A Scale for the Assessment of Attitudes and Knowledge Regarding Sexuality in the Aged.

Pub Date-Aug 81
Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development, Aging (Individuals), *Attitude Measures, *Gerontology, Measures (Individuals), *Older Adults, Physiology, *Sexuality, *Test Construction, Test Reliability, Test Validity
Identifiers-*Aging Sexuality Knowledge and Attitudes Scale

This paper presents the Aging Sexuality Knowledge and Attitudes Scale (ASKAS), an instrument designed to assess the particular aspects of sexual knowledge and attitudes as they relate to the aged. Development of ASKAS items from a survey of existant physiological research on sexuality in older adults and a review of social-psychological writing on aged sexuality is described. Unique features of the ASKAS are discussed, including its focus on issues of the aged, the contexts of aged persons, and the sexual changes unique to the aged. The ASKAS format is described and administration and scoring procedures are given. Reliability data is presented from studies which used the ASKAS with aged persons, families of aged persons, and persons who work with the aged. The findings are discussed, supporting the validity and reliability of the scale in assessing sexual attitudes and knowledge with specific reference to the aged. Studies are cited which report significant changes in scale scores following intervention, and significant relationships of sexual behavior to scale scores which follow predicted directions. A factor analysis is presented that supports the two dimensions of attitudes and knowledge. A copy of the ASKAS is included with correct answers given for knowledge items. (Author/NRB)

ED 210 567 CG 015 592

Brown, Vivian B. And Others

Consensus and Controversy in Sexual Assault Prevention and Intervention: A Delphi Study.

Southern California Rape Prevention Study Center, Culver City, Calif.
Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.
Pub Date-81
Grant-NIMH-I-R18-MH-33068
Note-155p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Attitude Change, Behavior Change, *Crisis Intervention, *Emotional Adjustment, Helping Relationship, Individual Needs, *Needs Assessment, *Prevention, *Rape, Sexuality, Standards, *Victims of Crime, Violence

Sexual assault literature reveals inconsistencies regarding important issues in establishing prevention and intervention standards. The Delphi inquiry technique was used to examine concepts and criteria for practice and to explore assumptions and value dilemmas in sexual assault prevention and treatment. Expert judgments were made by 51 nationally-based participants in the sexual assault field. Questions about intervention with sexual assault victims revealed that assisting victims in coping with emotional and physical trauma and minimizing risk to potential victims were the respondents' highest priority goals. In terms of intervention with assailants, participants emphasized behavioral change outcomes; the use of constructive behavioral alternative in place of coercive sexuality was given highest importance for assailants and potential assailants. In the area of primary prevention, participants ascribed high priority to changing social institutions and individual attitudes and behaviors to alleviate conditions that permitted sexual assault. Respondents expressed uncertainty as to the best way to accomplish primary prevention. Participants found legal definitions inadequate from conceptual and practical standpoints; they preferred the concept sexual assault'' to rape'' and recommended defining that concept as simply any forced sexual activity.'' Results suggest several implications for intervention, prevention, treatment, research, and policy. (NRB)

ED 210 568 CG 015 593

Gutek, Barbara A.

Experiences of Sexual Harassment: Results from a Representative Survey.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.

Pub Date-Aug 81

Grant-NIMH-USPHS-MH-32606-01

Note-34p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Employed Women, Employee Attitudes, *Employer Employee Relationship, Expectation, Interpersonal Relationship, Negative Attitudes, *Organizational Climate, Power Structure, *Sex Differences, Sexuality, *Social Behavior, *Work Environment

Identifiers-*Sexual Harassment

Sexual harassment at work has recently received considerable attention. Working men (N 405) and women (N 827) in Los Angeles County responded to questions about respondent's work, job characteristics, and work climate. Other questions concerned the respondent's experience of socio-sexual behaviors on current and previous jobs, definitions of sexual harassment, attitudes about male-female interaction at work, and demographic characteristics. Results from descriptions of respondents' experiences showed that, compared to those of men, the comments of women about sexual touching, expected socializing, or expected sexual activity were more likely to be called sexual harassment by an independent rater.

In terms of definitions of sexual harassment, women were more likely than men to consider certain behaviors as sexual harassment. Descriptions of initiators of sexual activities, information concerning negative consequences of sexual harassment, issues of organizational ambience, and worker attitudes suggest that a great deal of ambiguity surrounds the issue of sexuality at work. (NRB)

ED 210 569 CG 015 594

Dusewicz, Russell A. Martin, Marilyn A.

Impacts of a Georgia Drug Abuse Prevention Program. Final Evaluation Report.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Pub Date-Mar 81

Grant-NIDA-DA-01904

Note-297p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Adjustment (to Environment), *Drug Abuse, Elementary Secondary Education, Formative Evaluation, *Inservice Teacher Education, Interpersonal Competence, *Mental Health Programs, *Prevention, Program Evaluation, Skill Development, *Student Development, Summative Evaluation

Identifiers-*Georgia

This document reports on the comprehensive evaluation of the Georgia Life Skills for Mental Health program, a primary prevention program designed to provide students with the opportunity for learning basic intrapersonal and interpersonal skills to handle stress, respond to major life decisions, and form more satisfying interpersonal relations without recourse to drugs and alcohol. A description of the program discusses the Activity Guides for elementary and secondary school students, the teacher inservice workshops, and the program implementation efforts by a network of community mental health training teams. Both process and outcome evaluations conducted over three years of the program are described. The evaluation design and procedures are discussed for the process evaluation, the student outcome evaluation, and the teacher outcome evaluation. A chapter on process evaluation results focuses on the coordinating committee, activity guides, training of local trainers, and training of teachers. Results of the student outcome evaluation organized by age group and results of the teacher outcome evaluation are presented and discussed. Final conclusions of the evaluation are related to implications for the continued development of the Life Skills program. The appendices contain process evaluation materials along with student and teacher outcome measures. (NRB)

ED 210 570 CG 015 595

Lafata, Lorraine

The Effective Coordination of Volunteers. Domestic Violence Monograph Series, No. 1.

National Clearinghouse on Domestic Violence, Rockville, Md.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-May 80
Note-146p.
Pub Type- Guides - Non-Classroom (055) - Reports - General (140)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Battered Women, Child Abuse, Family Problems, Personnel Management, *Personnel Selection, *Program Development, *Recruitment, Social Services, *Violence, *Voluntary Agencies, Volunteers, *Volunteer Training

This manual is the fifth in a series of documents developed by the staff of the Domestic Violence Project, an agency committed to ending violence against women. This guide is designed to assist agencies in recruiting, screening, training and supervising a volunteer staff. This publication emphasizes practical information and training techniques which are applicable to any agency seeking volunteers. A section on the administration of a volunteer program discusses the coordinator's role, recordkeeping, and scheduling. Methods for recruiting volunteers are suggested and the screening of applicants is described. Orientation procedures are presented and steps in developing and implementing a training program are discussed. A section on support systems considers rewards, recognition, and the phenomenon of volunteer burnout. The appendices contain numerous sample forms and materials developed over several years that provide examples and illustrations of techniques described in the text. (NRB)

ED 210 571 CG 015 596

Johnson, Deborah H. Sedlacek, William E.

Initial Student Interest in Counseling: A Comparison of Types.

Maryland Univ., College Park. Counseling Center.
Report No.-UM-CC-RR-12-79
Pub Date-80
Note-10p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Counseling, College Freshmen, Counseling Effectiveness, *Guidance Centers, Higher Education, Individual Needs, *Interpersonal Competence, *School Counseling, Social Development, *Student Adjustment, *Student Needs, *Student Personnel Services, Study Skills

University counseling centers are being asked to demonstrate their effectiveness and, at the same time, to meet the needs of a growing number of students desiring their services. To help centers meet these demands, researchers have begun to examine student needs and to evaluate counseling services. University freshmen (N 2180) interested in different types of counseling or no counseling were compared on attitudinal and demographic items. Students interested in personal-social counseling expected that getting to know others would be difficult. These students were more likely to live in residence halls, advocated more student participation in campus decisions, and were likely to attribute low enrollment of blacks to racism. Students interested in educational-vocational counseling were more likely to have fathers who had college degrees; they were more undecided about majors and considered selection of a major to be a problem. Students interested in reading and study skills counseling cited earning satisfactory grades as their hardest adjustment to school. They were quite sure of their vocational goals and were more likely to attend the university for its academic program. The results suggest that this type of information is useful in establishing optimal student services. (Author/NRB)

ED 210 572 CG 015 597

Frances, Susan J. Gruber, Mary B.

Student Evaluations of Psychology Instructors.

Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, *College Faculty, College Students, Course Evaluation, *Evaluation Criteria, Expectation, Full Time Faculty, Higher Education, Part Time Faculty, Psychology, Student Attitudes, Student Characteristics, *Student Evaluation of Teacher Performance, *Student Motivation, *Teacher Characteristics

Because student ratings of their instructors are frequently used by colleges in making personnel decisions and because a variety of course, student, and instructor characteristics may be significantly related to these ratings, academic departments should investigate their student evaluation process. Responses on 1292 student evaluation of instruction questionnaires collected in 81 university psychology classes were analyzed. Factor analysis of the evaluation items yielded two factors which were named instructor evaluation'' and student motivation.'' Multiple regression analysis identified several instructor, student, and course characteristics which were significant predictors of these factor scores when the effects of other characteristics were held constant. The variables expected grade in course,'' instructor age,'' and instructor status as full-time or part-time faculty member'' had a small, but significant, effect on both instructor evaluation'' and student motivation.'' Students tended to rate their instructors and their own motivation more positively when they expected higher grades, had younger instructors, and had full-time faculty instructors. Two variables, course level'' and status of course in student's degree program,'' had a small, but significant, effect only on student motivation.'' The results suggest that the seven different instructor-evaluation items seem largely to be tapping a single evaluative dimension. (Author/NRB)

ED 210 573 CG 015 598

Corbett, Pamela D. Rich, Alexander R.

Attributional Patterns of Alcoholic, Depressed and Normal Females.

Pub Date-Aug 81
Note-38p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement, *Alcoholism, *Attribution Theory, Cognitive Processes, *Cognitive Style, *Depression (Psychology), Failure, *Females, Individual Power, Interpersonal Competence, *Locus of Control, Mental Health, Success

Efforts to understand mediating and maintaining factors associated with dysfunction of alcoholics have produced competing explanations and conflicting, overlapping constructs. To clarify the relationship between mental health and attributional patterns among women, the attributional patterns of alcoholic, depressed, and control females in response to hypothetical success and failure outcomes in achievement and social situations were examined. Female alcoholics (N 28) and depressed women (N 28) were compared to control subjects (N 28) of equal age, education, marital status, and income in terms of causal ascriptions and emotional reactions to the hypothetical experiences. Results indicated that females in general tended to make internal, unintentional, and unstable attributions to success and failure, and, with this population, the pattern was most debilitating in social situations. The findings suggest support for the idea that an attributional pattern distinct to most females may be characterized by a sense of responsibility for, but a lack of, continuity and control of one's experiences. (Author/NRB)

Balch, Philip And Others
A Brief History of Primary Prevention in the Twentieth Century: 1908 to 1979.
Pub Date-Aug 81

Note-43p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Historical Materials (060) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biological Influences, Child Welfare, *Environmental Influences, *History, Intervention, *Mental Health, *Prevention, Research Needs, Social Change, *Social Influences, Social Services, Standards, State of the Art Reviews

The 1908 publication of A Mind That Found Itself'' by Clifford Beers initiated the mental hygiene movement and a concern for the prevention of mental disorders. Primary prevention movements of the early 1900's recognized the need to deinstitutionalize mental health by bringing services and intervention to the community, recognized the influences of environmental and societal factors, and focused on the young as targets for intervention. The Child Guidance Movement grew and child guidance clinics proliferated. The eugenics movement advocated the prohibition of marriages between the handicapped, the feeble-minded, and between cousins in efforts to prevent insanity, and twentieth century writers have suggested combining eugenics with mental hygiene principles. The federal government became officially involved in prevention in 1930, and the National Mental Health Act was passed in 1946. Studies in the 1950's explored the relationship of environmental factors to mental disorders; the literature on primary prevention expanded in the 1960's and 1970's. A critical sense emerged and standards began to be questioned. A cyclical interest in prevention has occurred throughout the century and progress has been hindered by several recurrent and interacting factors. Contemporary researchers need to establish and follow consistent evaluation strategies. (NRB)

ED 210 575 CG 015 600

Herrmann, Thom Leppmann, Peter

PSI: Personalized for Whom?

Pub Date-Aug 81

Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, Classroom Techniques, *College Students, Foreign Countries, Higher Education, Individual Differences, *Lecture Method, *Student Attitudes, *Study Habits, *Teaching Methods, Test Format

Identifiers-Canada, *Personalized System of Instruction

Courses using a Personalized System of Instruction (PSI) have proliferated in the past decade. Researchers have explored various factors related to PSI, but rarely, if ever, have students' study habits or preferences been considered. A questionnaire examining the study habits, exam preferences and attitudes toward various instructional formats was administered to 762 introductory psychology students enrolled in either lecture/seminar or PSI sections. Analyses comparing methods revealed different behavioral patterns for students who performed well under PSI and lecture/seminar formats. Successful PSI students were orderly, systematic hard workers who emphasized the printed word; they believed that the PSI method would produce higher grades. Successful lecture/seminar students focused their studying to the time prior to performance events, required aid in organizing course material and were as concerned with the spoken as with the written word. Science students gravitated toward PSI while Arts/Humanities students prefered lecture/seminar courses. The findings suggest that PSI is personalized for some, but not all, students. (The survey instrument is included in the appendix.) (Author/NRB)

Owens, Carl R. And Others
The Function of Direct and Vicarious Reinforcement in Human Learning.
Pub Date-Apr 81
Note-12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (27th, Houston, TX, April 16-18, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Elementary School Students, *Feedback, Grade 4, Intermediate Grades, Learning Processes, *Learning Theories, *Observational Learning, *Performance Factors, Pretests Posttests, *Reinforcement, *Student Improvement, Teaching Methods

The role of reinforcement has long been an issue in learning theory. The effects of reinforcement in learning were investigated under circumstances which made the information necessary for correct performance equally available to reinforced and nonreinforced subjects. Fourth graders (N 36) were given a pre-test of 20 items from the Peabody Picture Vocabulary Test, selected to be above the subjects' ability level. Subjects were randomly assigned to four treatment groups as either performers or observers. A performer and an observer were paired for a learning session. For half of the pairs, the performer was reinforced after each correct choice. For the other pairs, no reinforcement was given. All subjects could look up correct answers. Ten days later subjects were given a post-test on the 20 items and received a nickel for each correct choice. Analysis of pre-test to post-test improvement in number of correct items revealed significant learning for all groups. Differential treatment effects examined in a two-way analysis of covariance performed on post-test scores yielded no significant effects of either reinforcement or degree of participation. Results suggest that when relevant information is equally available under reinforcement and nonreinforcement procedures, subjects learn equally well under each procedure. (Author/NRB)

Smith, Patricia A. Midlarsky, Elizabeth

Sex-Role Conceptions of Black and White Males and Females.

Pub Date-Aug 81
Note-32p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Androgyny, Attitude Measures, *Identification (Psychology), Individual Characteristics, *Racial Differences, *Role Perception, *Sex Differences, *Sex Role, Sex Stereotypes, Social Cognition
Identifiers-*Social Desirability

Sex-role research has placed considerable emphasis on the measurement of maleness and femaleness within individuals, and upon measures of the degree of sex-role stereotyping within American society. The nature and type of conceptions of femaleness and maleness generated by blacks and whites in an open-ended questionnaire were investigated. Subjects (N 500) were black and white males and females from 13 vocational schools, community colleges and universities who generated 718 conceptions that were rated by a matched sample of 297 respondents on degree of maleness, femaleness, and social desirability. Results indicated that males engaged in more stereotyping in regard to their own gender than did females about males. Females used conceptions more reflective of female stereotyping than did males. Whites engaged in a higher degree of both male and female stereotyping than did blacks. Results suggest that female and male, black and white respondents differ in their conceptions of maleness and femaleness. Stereotyped images of maleness and femaleness still appear to exist, despite role changes by men and women in society. (Author/NRB)

ED 210 578 CG 015 603

Allen, Mary J. Sethi, Renuka R.

A Comparison of Sex Role Stereotypes in India and the U.S.

Pub Date-Aug 81

Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assertiveness, College Students, Comparative Analysis, *Cross Cultural Studies, *Cultural Differences, Foreign Countries, Higher Education, *Role Perception, *Sex Role, *Sex Stereotypes, Sociocultural Patterns

Identifiers-*India, *Social Desirability

A quest for knowledge about the behavior and development of people in other parts of the world, concerns for social action, and greater family mobility have led to an increased interest in cross-cultural research. Male (N 112) and female (N 113) college students in India rated the desirability of 104 traits for Indian men or for Indian women. The traits included the 60 items on the Bem Sex Role Inventory (BSRI) plus 44 items added to explore sex differences not covered by the BSRI, but significant to Indian culture. Similar data for the BSRI items in an American sample were compared to Indian results, revealing some cross-cultural similarities in sex roles, but fewer sex-role distinctions in the Indian sample, especially for traits related to assertiveness. Traits rated more desirable for Indian males suggested a pattern of entrepreneurial tendencies. Traits rated more desirable for Indian females suggested a pattern of expressive tendencies. Traits highly desirable in Indian society included those related to ability, interpersonal warmth, trustworthiness, interpersonal strength, motivation, and family orientation. The findings suggest a considerable overlap between traits related to gender in the American and Indian samples. (Author/NRB)

ED 210 579 CG 015 604

Hull, Jay G. And Others

The Self-Awareness Reducing Effects of Alcohol Consumption.

Indiana Univ., Bloomington. Dept. of Sociology.

Spons Agency-Public Health Service (DHEW), Rockville, Md.

Pub Date-Aug 81

Grant-PHS-T32-MH-14588-04

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Alcoholic Beverages, *Attribution Theory, *Cognitive Processes, *Drinking, *Expectation, *Influences, Males, Physiology, Psychophysiology

Identifiers-*Self Awareness

According to a recent model of some of the causes and effects of alcohol consumption, alcohol interferes with cognitive processes fundamental to a state of self-awareness. The effects of alcohol consumption and the expectancy that one had consumed alcohol on the self-awareness state were examined. Male subjects (N 46) consumed either alcohol or tonic and were informed that they had consumed either alcohol or tonic. They then gave short speeches about themselves. These speeches were coded for frequency of self-focused statements and frequency of first person pronouns. Results indicated that alcohol reduced the relative frequency of self-focused statements and self-relevant pronouns. Expectancy that one had consumed alcohol had a marginal effect of increasing self-focused statements and no effect on self-relevant pronouns. These results provide additional support for the self-awareness model of alcohol use. (Author/NRB)

ED 210 580 CG 015 605

Von Bargen, Wayne J.

Biofeedback Training and Underachievement: A Preliminary Investigation.

Pub Date-81
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Behavior Change, Behavior Patterns, Cognitive Processes, *College Students, *Electroencephalography, Higher Education, Individual Differences, Learning Problems, *Study Habits, *Training Methods, *Underachievement
Identifiers-*Biofeedback

College students experiencing academic difficulties are a major concern to universities. Research has indicated that many underachievers display certain identifiable electroencephalogram (EEG) characteristics. Unlike achieving students, underachievers often exhibit little EEG arousal during normally motivating tasks. These findings suggest that many underachievers may not have the same ability to concentrate as achieving students. Research in EEG biofeedback training has posited that these patterns may be altered by training. Underachieving university students (N 20) were randomly assigned to one of three groups: EEG biofeedback training, temperature biofeedback training, or no training. Students in the EEG group participated in 8 30-minute biofeedback sessions in which they received immediate feedback on changes in alpha production while studying. The temperature group was given auditory feedback of changes in finger temperature while studying during the sessions. Grade point averages (GPA) were determined before the sessions and again at the end of the semester. Results did not reach statistical significance, but consistent trends were found. The greatest change in GPA occurred in the EEG group, as did the highest percentage of students with an increase in GPA. The mean GPA of students in the no training'' group decreased during the semester. The results suggest that EEG characteristics may provide diagnostic information about reasons for underachievement. (NRB)

ED 210 581 CG 015 606

Nowak, Jens

Achieving Perspective Transformation.

Pub Date-2 Sep 81

Note-150p.; Ph.D. Dissertation, International College, CA.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Information Analyses (070) - Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Affective Behavior, *Cognitive Processes, *Emotional Development, *Individual Development, *Perspective Taking, Problem Solving, Psychotherapy, *Self Actualization, Self Congruence, State of the Art Reviews

Identifiers-*Life Transitions

Perspective transformation is a consciously achieved state in which the individual's perspective on life is transformed. The new perspective serves as a vantage point for life's actions and interactions, affecting the way life is lived. Three conditions are basic to achieving perspective transformation: (1) feeling'' experience, i.e., getting in touch with original truth; (2) internalization of six principles (polarity, causality, force, reality, change, and responsibility); and (3) development and use of abilities which make the principles operational (faith, courage, freedom). Perspective transformation is not a therapy or theory, but rather a personal process for escalating one's develooment that happens within the individual in response to a particular set of stimuli and reflections right for the individual. The process can neither be taught nor administered, but is accelerated and facilitated by the help of an assistant, or by self-help. Suggestions for achieving perspective transformation include identifying and breaking loose from learned structures that interfere with the human capacity to feel experience, trusting the senses and intuition, and risking change. Differences between this technique and traditional psychotherapy methods exist, particularly in the area of problem resolution. The principal cost of this technique is often misunderstood, but the benefits to the individual include personal harmony and independence. (Author/KMF)

ED 210 582 CG 015 607

Blai, Boris, Jr.
Predicting Job Satisfaction.
Pub Date-81
Note-22p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Employee Attitudes, *Job Satisfaction, Literature Reviews, *Motivation, *Need Gratification, Predictor Variables, *Psychological Needs, Questionnaires, Security (Psychology), Self Actualization, *Work Environment

Psychological theories about human motivation and accommodation to environment can be used to achieve a better understanding of the human factors that function in the work environment. Maslow's theory of human motivational behavior provided a theoretical framework for an empirically-derived method to predict job satisfaction and explore the hypothesis that, in the work environment, degrees of self-assessed job satisfactions vary with the strength of psychological needs satisfied. Federal government workers (N 472) in 29 different jobs completed a questionnaire designed to estimate job satisfaction from measures of need satisfaction. Results identified the strongest psychological needs as interesting duties, job security, and self-actualization, thereby lending support to the hypothesis. The findings suggest that this knowledge may be helpful for vocational counselors and employment-placement specialists. (The Jobs and Attitudes Survey'' instrument is included in the document.) (KMF)

ED 210 583 CG 015 608

Thomas, Antoinette D. Dudek, Stephanie Z.
Dominance of Spouse Orientation and Perceived Couple Mutuality.
Pub Date-24 Aug 81
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Behavior, *Behavior Patterns, Decision Making, Family Relationship, *Interpersonal Relationship, Marriage, *Money Management, Peer Relationship, Personality Assessment, *Personality Traits, *Power Structure, *Spouses
Identifiers-*Dominant Behavior

Interactions between husbands and wives are often assessed in terms of power distribution, based on decision-making outcomes. To examine the association of the dominance of spouse'' over parents'' and peers'' orientation with perceived behavioral and affective mutuality in the couple's financial management, couples (N 30) were randomly chosen from a list of couples meeting certain criteria found to affect conjugal power distribution. Subjects completed the Thematic Apperception Test (TAT), the Inventory of Family Feelings (IFF), and the Dyadic Adjustment Scale, devised behavioral and affective scales of financial management. Correlations between perceived high mutuality in the couple's financial management and dominance of spouse'' over parents'' orientation was significant on the TAT but not on the IFF; peers'' orientation was significant on both scales. The results suggest that a personality attribute may be considered as one of the bases of conjugal power structure. Additionally, the level of maturity in interpersonal relations may determine if a partner would want'' to have more power or if he or she would rather do things jointly with his/her partner, no matter what resources exist. (Author/KMF)

ED 210 584 CG 015 609

Heppner, P. Paul And Others

A Functional Analysis of Real-Life, Personal Problem Solving.

Pub Date-Aug 81

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). For related document, see CG 015 610.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Cognitive Style, Counselor Role, Critical Thinking, *Decision Making, Individual Characteristics, *Problem Solving, *Self Actualization, State of the Art Reviews, Task Analysis

Identifiers-*Personal Problems

The personal problem-solving process can be functionally analyzed from a cognitive-behavioral perspective into at least four major performance classes: (1) decision making; (2) problem exploration, differentiation, and definition; (3) identification of response alternatives; and (4) performance of an intended solution response. The personal problem-solving approach is a complex chain of events that consists of innumerable cues, behaviors, critical choice points, and consequences. The functional analysis identifies major classes of behaviors, delineates various activities within each behavioral class, and identifies variables affecting differences across and within individuals. The functional analysis can provide a framework for describing how people solve real-life personal problems. (Author/JAC)

ED 210 585 CG 015 610

Heppner, P. Paul Petersen, Chris H.

A Personal Problem Solving Inventory.

Pub Date-Aug 81
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). For related document, see CG 015 609.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Coping, *Decision Making, Factor Analysis, *Locus of Control, *Problem Solving, Social Cognition, Student Attitudes, *Test Construction, Test Reliability, Test Validity
Identifiers-*Personal Problems

Few studies have explicitly attended to the personal problem-solving process within the counseling literature, perhaps due in part to the dearth of relevant assessment instruments. To examine the dimensions underlying the applied problem-solving process, an exploratory factor analysis was conducted using data collected from four samples of college students. A problem-solving instrument was developed based on the factor analysis results, which revealed three distinct constructs, i.e., problem solving confidence, approach-avoidance style, and personal control. The constructs were internally consistent and stable over time. Initial estimates of validity suggest that the instrument measures constructs which are: (1) amenable to change through specific skill training in problem-solving; (2) unrelated to conceptualizing means to solving a hypothetical problem situation; (3) related to general perception of problem-solving skills; (4) unrelated to intelligence or social desirability; and (5) related to personality variables, especially locus of control. (Author/JAC)

Silver, Starr E. Schlenker, Barry R.

Self-Presentational Reactions to Interpersonal Evaluations.

Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Evaluation Methods, Interpersonal Relationship, *Maturity (Individuals), *Negative Reinforcement, *Peer Evaluation, *Positive Reinforcement, *Responses, *Self Esteem, Self Evaluation (Individuals)
Identifiers-*Self Presentations

Research has found that individuals present themselves in a self-enhancing fashion when audiences lack information that could contradict their claims. To examine reactions to evaluations and the potential interplay between the valence of the evaluation, the public versus private nature of the response, and the audience to whom a public response is addressed, subjects received a positive or negative evaluation of their emotional maturity from a peer. Evaluations were based on subjects' answers to an emotional maturity test and were described as either more or less subjective in nature. The subjects then responded privately or to the evaluator or an observer. As hypothesized, subjects lowered their public self-ratings on evaluation-relevant attributes after receiving a negative evaluation, thereby maintaining consistency with publicly known facts and avoiding the risk of a public challenge. The effect was most pronounced when the reaction was seen by the evaluator, and the evaluation was objective. Private self-ratings on relevant attributes were not significantly affected by the valence of the evaluation. Contrary to expectations, subjects did not publicly compensate for a negative evaluation by presenting themselves more positively on irrelevant attributes. Subjects also derogated the negative evaluator in all conditions, even when the evaluator saw their assessment. The findings suggest that the conditions under which compensation occurs are not yet clear. (Author/JAC)

ED 210 587 CG 015 612

Ozer, Daniel

The Personal Attributes Questionnaire: A Conceptual Analysis.

Pub Date-Aug 81
Note-27p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, Intellectual Development, *Personality Assessment, *Personality Traits, *Sex Differences, Sex Role, *Test Interpretation, *Test Validity
Identifiers-*Personal Attributes Questionnaire

The rich complexity of the concepts of masculinity and femininity has been reflected in personality measures in at least two different ways: by employing a variety of subscales with comparatively homogeneous items or by using a single scale with comparatively heterogeneous items. The Personal Attributes Questionnaire (PAQ) was the subject of an intensive study designed to elaborate the construct interpretation of the six PAQ scales. A data base including a large battery of well-known self-report personality inventories and a systematic sample of personality ratings made by multiple judges was established for a mixed-sex sample of 116 college sophomores. Separate analyses of the data by sex indicated a strong intellectuality component in high M- scale scores in females, which refined the meaning of the PAQ scales. These results, in conjunction with outcomes congruent with previous PAQ studies, support the notion that the PAQ provides differentiated measurement of personality traits within the broad domain of masculinity-femininity. (Author/JAC)

ED 210 588 CG 015 613

Family Planning Services: A Guide for Client Education.
Los Angeles Regional Family Planning Council, Calif.
Spons Agency-Health Services Administration (DHHS/PHS), Rockville, Md.
Bureau of Community Health Services.
Pub Date-80
Contract-HSA-240-79-0041
Note-230p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Contraception, *Educational Methods, *Family Planning, Flow Charts, Information Dissemination, Interviews, *Learning Activities, Medical Evaluation, *Medical Services, *Physical Examinations, Pregnancy

This guidebook is designed to assist health workers in the delivery of information and education regarding reproductive health and fertility control to family planning clients. Aspects of services that might be provided by various staff members are suggested. Initially, family planning philosophy from which general operating principles are derived is discussed, followed by a list of resource agencies and a glossary of technical terms. The integration of information and education throughout clinic processes is presented in the second section. The informational/educational components of various types of visits are described from client entry to visit completion. Sample flow charts describing the components are provided for the initial family planning visit, the follow-up revisit, the medical problem visit, the annual visit, and the pregnancy test visit. Finally, the selection and utilization of educational methods and strategies in family planning are considered. Aspects of services that might be provided by various staff members are also suggested. (RC)

ED 210 589 CG 015 614

Kearney, Maureen J. Kearney, James F.

Sex-Role Orientation as a Predictor of Locus of Control.

Pub Date-Aug 81

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Individual Characteristics, *Locus of Control, Measures (Individuals), Multiple Regression Analysis, *Personality Traits, *Sex Differences, *Sex Role

Identifiers-*Bem Sex Role Inventory

Since the introduction of the Bem Sex Role Inventory (BSRI), many studies have attempted to relate masculine and feminine characteristics to various personality dimensions. To determine the relationship between sex-role orientation and locus of control, undergraduate students (101 females and 83 males) completed the BSRI and the Adult Nowicki-Strickland Internal-External Scale. Results showed that the higher the masculinity score, the stronger was the internal orientation for females. For males, however, both masculine and feminine scores contributed significantly in determining the relationship between sex-role orientation and locus of control. The more sex-role congruent the male subjects were, the more internally oriented they were. The findings tend to support other research that found the masculine subscale of the BSRI to be more important in determining relationships with other variables than the feminine scale. (Author/RC)

ED 210 590 CG 015 615

Harrison, Margaret

Informal Marriages. Working Paper No. 1.

Institute of Family Studies, Melbourne (Australia).
Report No.-ISBN-0-642-89659-3
Pub Date-Feb 81
Note-15p.; For related document, see CG 015 616.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adoption, *Court Litigation, *Divorce, Foreign Countries, Legal Responsibility, *Marriage, One Parent Family, Social History, *Sociocultural Patterns, *Spouses, State Legislation, State of the Art Reviews
Identifiers-*Australia, *Cohabitation

In the past decade the amount of legislation and litigation involving informal marriages has increased. Historically, a close connection between marriage and property law has existed. However, children today are less important for property inheritance purposes because informal marriages have increased in popularity and are accepted among diverse social groups. The Family Law Act in Australia permits divorce on grounds of irretrievable breakdown and also prescribes the rights and obligations of marriage partners. Any relationship outside of marriage, however, must be legislated at the state level. In Australia the legal reaction to informal marriages has been sporadic, inconsistent and contradictory, although a body of case and statute law covers aspects of unmarried cohabitation. This trend is also evident in countries with similar legal systems. (RC)

Wolcott, Ilene
Marriage Counselling in Australia: A Review. Working Paper No. 2.
Institute of Family Studies, Melbourne (Australia).
Report No.-ISBN-0-642-8956[illegible]-3
Pub Date-Jul 81
Note-15p.; For related document, see CG 015 615.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Services, Counselor Training, *Divorce, Foreign Countries, Individual Characteristics, Interpersonal Relationship, Marriage, *Marriage Counseling, *Paraprofessional Personnel, Problems, *Public Agencies, Spouses, State of the Art Reviews
Identifiers-*Australia, *Remarriage

In Australia, the institutions of marriage and family are changing as reflected by the statistics on separation, divorce, and remarriage. Recent figures reveal an increase in divorce in the earlier years of marriage as well as a dramatic increase in the number of remarriages occuring across all age groups. Under the Family Law Act the government provides funding for marriage counseling organizations. Most of the centers operated by these organizations rely on trained lay counselor volunteers supervised by professionals. Approximately 74% of the Australian population has access to approved agencies. Less formal sources of counseling include friends, physicians, social workers, nurses, and lawyers. The average client is an Australian-born urban couple who have been married less than 10 years with no more than two children. Their presenting problems include lack of communication, sexual dissatisfaction, and disenchanted wife issues. Assessing the effects of various therapeutic intervention techniques is still problematic and enormous gaps of data exist on many aspects of marriage counseling in Australia. (RC)

ED 210 592 CG 015 617

Powell, Norman W., Jr., Ed.

Proceedings of the Annual National Conference for Child Care Workers (2nd, Valley Forge, PA, October 9-12, 1980).

Inter Association Child Care Conference, Inc., Newtown, Pa.; National Organization of Child Care Worker Associations.

Pub Date-Oct 80

Note-145p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Child Caregivers, *Child Development, *Child Psychology, *Child Rearing, *Counseling Techniques, *Day Care Centers, Deafness, Emotional Disturbances, Program Descriptions, Rational Emotive Therapy, Supervisors, Training Methods, Values Clarification

The speeches, papers, and workshops descriptions presented at the second annual National Conference for Child Care Workers are presented. Several issues relating to child care supervision, child care work, and child development are considered along with the management of group living environments and various aspects of supervision. Job responsibilities of houseparents and methods of behavior management by live-in houseparent couples are identified. Stress management and helping skills for childcare workers are presented. Child development methods focus on self-realization techniques, creative drama, and values clarification. Race and identity, child misbehavior, and personality needs and development are discussed. Approaches to child development are focused on in the areas of rational emotive therapy, transpersonal communications skills training, conjoint play therapy, and behavior modification. The special needs of emotionally disturbed, deaf, and

hospitalized children are also considered. (RC)

ED 210 593 CG 015 618

Lowman, Rodney

Licensure of Professional Psychologists: Unsettled Controversies.

Pub Date-25 Aug 81

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification, *Consumer Protection, Economic Factors, Educational Needs, *Industry, Models, Needs Assessment, Organizations (Groups), *Professional Development, *Psychologists, Research Needs, *State Standards

Identifiers-*American Psychological Association

Several issues related to the licensure of industrial/organizational (I/O) psychologists are considered. Initially, the status quo of psychological licensing is reviewed. Reasons for favoring and opposing licensure are examined in terms of the protection of the public and protection of the field. Generic, specialty, and combined generic and specialty approaches to licensing are detailed. Several recommendations are presented including: (1) assessing the need for licensure; (2) identifying I/O psychology users, as well as identifying inadequate service providers; (3) developing rigorous competence assessment procedures; (4) educating members about licensure issues; (5) providing data to support positions; (6) assuring representation on American Psychological Association boards and committees; and (7) taking a proactive, constructive role in the profession. (RC)

ED 210 594 CG 015 619

Chenoweth, Barbara And Others
Didactic/Experiential Program for Memory Strengthening.
Michigan Univ. Hospital, Ann Arbor. Turner Geriatric Clinic.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Nov 80
Grant-AoA-78-1810-J1
Note-40p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Development, Aging (Individuals), Cognitive Development, Cues, Individual Needs, Learning Processes, *Memory, *Older Adults, *Peer Counseling, Program Descriptions, Retention (Psychology), *Self Help Programs, *Skill Development

This paper describes a program for memory strengthening for older adults which combines lectures by experts with small group discussions. The importance of peer counselor involvement, particularly in focusing on the concerns of older people and the most effective ways to address these concerns is emphasized. Program objectives, session topics, and format are outlined, followed by a publicity sample designed to attract participants. Outlines are provided for both lecture and small group sessions. The lecture outlines suggest topics that can be discussed by physicians, nurses, social workers, nutritionists, and pharmacists. Although the order of the lectures can be rearranged, it is suggested that the presentation on depression and stress take place after the group becomes cohesive. The need for adequate question and answer time following the lectures is also stressed. Premises, activities, and resource materials are listed for each small group session. The order of topics for small group sessions reflects the program's efforts to build upon previous sessions and to introduce more complex concepts. The presentation of the program is described in the concluding section and participants' reactions are given. Several forms and relevant materials are included in the appendices. (NRB)

ED 210 595 CG 015 620

Ware, Mark

Providing Perspectives and Skills for Career Selection.

Pub Date-Aug 81
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice, *Career Development, *College Students, Course Descriptions, Course Evaluation, Course Objectives, *Decision Making, Higher Education, *Job Skills, *Professional Education, Social Sciences
Identifiers-*Self Awareness

This paper includes the description and evaluation of a course in career development for psychology undergraduates. Background information for the course is provided, followed by a description of the three course components which correspond to the three course goals, i.e., increasing knowledge about (1) oneself; (2) educational and occupational opportunities; and (3) occupational implementation skills. The first component focuses on increasing self knowledge and uses several structured paper and pencil exercises, combined with small group discussions, to explore and clarify values, interests, and abilities. The second component centers on the world of work and postgraduate schooling. Student investigations of career possibilities and interviews with persons employed in selected occupations are described. Methods are discussed for helping students explore professional school opportunities in psychology and related fields. The final component on occupational implementation skills emphasizes developing skills in job searching, communicating, resume writing, and interviewing. Texts and selected readings for the course are listed. The effectiveness of the course is described in an evaluation section which includes several direct quotations from students' written evaluations and an analysis of themes present in their statements. (NRB)

ED 210 596 CG 015 621

Glynn, Thomas J.

Families and Drugs: A Life-Span Research Approach.

Pub Date-Aug 81

Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Science Research, Drug Abuse, *Drug Use, Family (Sociological Unit), *Family Life, Family Role, *Individual Development, Interpersonal Relationship, Life Style, *Perspective Taking, *Research Needs, *Sociocultural Patterns, State of the Art Reviews, Systems Approach

The study of human development and behavior from a life-span perspective is an area of growing interest, and the family is a natural laboratory for this study. Research in the area of drug abuse demonstrates that drug use is not limited to any one population segment or age group, but is pervasive across population subgroups. More and more evidence suggests that the family is clearly implicated in the initiation, maintenance, cessation, and prevention of drug abuse by its members. Systems, intergenerational, and life-cycle studies of the past have relevance to a life-span perspective and can provide a database from which more specific life-span-oriented studies may be conducted. Life-span oriented drug abuse research must identify and understand the complex variables which can contribute to the development of drug abuse during an individual's lifetime. Through the family, the complex roles on drug abusing behaviors of societal institutions, peer groups, and developing technology can be studied. As a first step toward the integration of a life-span orientation with more traditional drug abuse research approaches, several content-related and methodological questions must be explored. (NRB)

ED 210 597 CG 015 622

Walker, Alexis J.

Friendships: From Cultural Guidelines to Mutually Agreed Upon Norms.
Pub Date-26 Aug 81
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, Behavior Change, *Behavior Standards, *Congruence (Psychology), *Friendship, Interpersonal Attraction, *Interpersonal Relationship, *Role Perception, Self Concept, Sex Role, Social Behavior

Theorists have predicted that individuals in a relationship initially follow social norms and later follow the mutually-agreed-upon norms which have evolved from the relationship. Since social norms prescribe sex-stereotyped behavior, an androgynous person may initially behave in a sex-typed way. Same-sex pairs (N 26) of undergraduates, matched on similar or dissimilar Bem Sex Role Inventory (BSRI) scores, rated themselves once and their partners at two different times on the BSRI.

Liking for other'' and perception of other's liking'' scales were also completed twice. Results indicated that subjects did not change in their perceptions of partners toward congruence with the partner's perception of self in terms of liking, perceived liking, and similarity on the BSRI. The finding that subjects' perceptions of partners on the BSRI did not change over time may be attributed to the idea that the partners did not actually develop a relationship during the course of the study. (Author/NRB)

ED 210 598 CG 015 623

Chevron, Eve S. And Others

Evaluation Procedures for Training Psychotherapists in Interpersonal Psychotherapy (IPT).

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date-25 Aug 81
Grant-NIMH-MH-26466
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competence, Evaluation Criteria, *Evaluation Methods, Performance, *Psychotherapy, *Skill Analysis, *Student Evaluation, *Therapists, Training Methods
Identifiers-*Interpersonal Psychotherapy

The training of psychotherapists has been an ongoing process in psychiatry and clinical psychology. Recently, however, a growing demand to operationalize competence criteria to enable independent evaluation of therapists' skills in specifically defined psychotherapies has occurred. To examine this phenomenon, evaluation procedures were developed and tested during a pilot training program in Interpersonal Psychotherapy (IPT). Several different instruments and procedures were used to monitor the therapist trainees' skills on a variety of dimensions. The Didactic Examination was designed to assess therapist trainees' cognitive understanding of the theoretical background, rationale, techniques and procedures of short-term IPT; other instruments were developed to assess the therapist trainees' practical IPT skills in therapy sessions. Results of analyses of the trainee outcome data confirmed the decision to rely on multiple information and derived composite scores. Although scores on Didactic Examinations showed significant improvement at post-testing, the written examination had little predictive validity for determining the competence of the therapist to perform IPT during practicum. Findings of a lack of agreement between supervisor and independent evaluator perceptions of the therapist underscore the importance of including videotape reviews of actual therapy sessions as part of therapist assessments. (Author/NRB)

ED 210 599 CG 015 624

Sandler, Irwin N.

On Buffers and Boosters: Social Support for Negative and Positive Life Events.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Contract-400-78-0061
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Educational Experience, Family Relationship, *Friendship, *Helping Relationship, Mexican Americans, *Sex Differences, *Student Adjustment, Student Attitudes, *Student Teacher Relationship, Two Year Colleges, Two Year College Students
Identifiers-*Life Events, *Social Support

Social support has been studied in the context of its relationship to and effect on negative experiences. While this buffer aspect of social support is important, support may also play a satisfaction-enhancing role. Both the negative event-buffering and positive event-boosting effect of social support on students' satisfaction with their college experience were investigated. A questionnaire on life stress and social support was completed by 312 community college students. Subjects reported which of 100 events had occurred recently; whether the event was a positive, negative, or neutral experience; and who they had talked to or received assistance from about the event, i.e., family, friends, teachers. Data from Anglos, Mexican-Americans, and mature women students were analyzed. Results provided evidence for boosting and buffering effects of social contact on satisfaction with college. Different types of people served different types of supportive functions. Teacher support appeared to enhance the effects of positive school events on satisfaction with college. Family support did not appear to enhance the effects of positive events but reduced the negative effects of negative events. The supportive effects of friends were obtained only for the Mexican-American group and only as a buffer against negative events. The findings suggest that enhancing the positive as well as reducing the negative aspects of life experiences is an important aspect of life adjustment. (Author/NRB)

ED 210 600 CG 015 625

Stark, Michael J.

The Incidence of Heavy Drinking in a Community Mental Health Center's Outpatient Population.

Pub Date-Aug 81
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alcoholic Beverages, Alcoholism, Behavior Patterns, *Clinical Diagnosis, *Drinking, Identification, *Mental Health Clinics, *Patients, *Psychiatric Services, Psychotherapy, Sex Differences, Therapists

Research has shown that many psychiatric inpatients are alcoholics and that a significant number of these alcoholics are not being diagnosed or treated for their drinking problems. The incidence of heavy drinking among psychiatric outpatients and the extent to which psychotherapists are aware of their drinking behaviors were assessed. A self-administered questionnaire designed to detect heavy drinking was completed by 183 psychiatric outpatients at a community mental health center and by 133 non-psychiatric outpatients, i.e., the control group, at health care facilities. Psychotherapists (N 13) completed surveys and a staff psychiatrist examined 50 outpatient medical records to assess the extent to which therapists were aware of their clients' heavy drinking patterns. Results showed a significant difference in heavy drinking between the psychiatric outpatients and the control subjects. An analysis by sex revealed that twice as many men and five times as many women were heavy drinkers from the psychiatric outpatient sample than from the control group. Results also showed that pscyotherapists were aware of the heavy drinking of their patients; therapists were very accurate in estimating the number of heavy drinkers. The medical records also revealed frequent notations regarding drinking. The findings should encourage mental health personnel to be sensitive to alcohol abuse in all patients. (NRB)

Levant, Ronald F. Slattery, Susan C.

The Effects of a Systematic Skills Training Program on the Outcome of Foster Care.

Pub Date-Aug 81

Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Emotional Adjustment, *Foster Children, Foster Family, Individual Development, *Mothers, *Parent Child Relationship, Program Evaluation, Self Esteem, *Skill Development, *Training Methods

Identifiers-*Systematic Skills Training

Recently, the systematic skills approach has been applied to the training of foster parents. A systematic skills training program for foster mothers was evaluated to investigate the relationship between skills training and the outcome of the placement for the child. The sample consisted of inner-city, lower socio-economic minority foster mothers and their foster children. The 10-week training program was eclectic and emphasized personal development as a prerequisite for skill development. The foster children of a group of foster mothers (N 8) trained in the program were compared with those of a no-contact control group (N 6) before and after training with regard to self-esteem, asocialization, emotionality-tension, self-exploration and placement stability. Dependent measures included self-report paper-and-pencil tests, foster parent ratings, independent judge's ratings of videotaped parent-child interactions and objective determination of placement continuation. Children of training group foster mothers improved significantly more than control children on emotionality-tension, but not on other measures. The findings suggest that future research should examine the effects of an extended training program. (Author/NRB)

ED 210 602 CG 015 627

Echterling, Lennis G. Hartsough, Don M.

Effects of Helper and Caller Characteristics on the Process and Outcome of Telephone Crisis Intervention.

Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counseling Services, *Counselor Client Relationship, *Crisis Intervention, *Hotlines (Public), Individual Characteristics, Individual Needs, Information Needs, Interpersonal Relationship, Need Gratification, *Nonprofessional Personnel, *Problem Solving, *Professional Personnel, Volunteers

Research has examined the relationship of characteristics of crisis telephone workers to their performance. The influence and interaction of the characteristics of both the helper and caller on the telephone crisis intervention and outcome were explored for a sample of 59 calls to a crisis center. Data about the telephone helper (age, sex, experience at the Center, and professional/nonprofessional status) and caller (age, sex, problem area, crisis intensity, and repeater/non-repeater status) were obtained. Calls were monitored by trained observers who rated the calls on the Crisis Call Interaction Form and the Crisis Call Outcome Form. Findings revealed an interaction between the repeater status of the caller and the professional status of the helper. Helpers with professional training did not differ from non-professionals in the process and outcome of most calls, thus supporting the use of non-professionals. However, in calls involving repeaters, professional helpers engaged in less climate activity and more problem-solving activity; these calls were more successful on the affective dimension of resolution. The results indicate that repeat callers, dealing with long-term problems and difficulty in interpersonal relationships, benefit from professional helpers experienced in working with such problems. (NRB)

ED 210 603 CG 015 628

Dutro, Kenneth R.

Making Experience Count: Career Centers Staffed by Retired Volunteer Paraprofessionals.

Pub Date-Aug 81
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Counseling, *Older Adults, *Paraprofessional Personnel, Personnel Selection, Planning, Program Descriptions, *Program Implementation, Recruitment, Retirement, Staff Role, Veterans, *Volunteer Training
Identifiers-*Career Centers

This paper describes the planning and implementation of a veterans' hospital career center program that offers a comprehensive career counseling, vocational assessment, vocational rehabilitation planning, job placement, and follow-up program to inpatients and outpatients, under the direction of a counseling psychologist. Recruitment of volunteer staff and the planning of the career center, adopted from the career education model found in school settings, are discussed. The training of volunteers is described and the use of counselor educators and career education and counseling program staff from the community is reviewed. Unique problems faced in training retired volunteers with an average age of 70 are presented. Other key elements of successful program development and management using volunteers are reviewed, including: (1) the development of a community base for vocational rehabilitation; (2) documentation; (3) volunteer openness to direct supervision; (4) difficulties faced by older volunteers in comprehending the complexities of vocational and psychological assessment; and (5) the use of social activities to foster cohesiveness and group identity among volunteers. (NRB)

ED 210 604 CG 015 629

Frost, Dean E. Fiedler, Fred E.

Interpersonal Stress as a Moderator of Experience and Intelligence Utilization: Industrial/Organizational.

Pub Date-Aug 81
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Employee Attitudes, *Employer Employee Relationship, *Employment Experience, Fire Fighters, *Intelligence, Interpersonal Relationship, *Job Performance, *Leadership, Performance Factors, Personnel Evaluation, *Stress Variables, Work Environment

Research has shown that perceived stress with a supervisor affects the way in which intellectual abilities, experience, and task knowledge contribute to leadership performance. Stress with subordinates, as well as superiors, may affect the utilization of intelligence and experience in leadership tasks. Questionnaires measuring intelligence, experience, and interpersonal stress were completed by 136 fire department officers and performance evaluations were collected from each officer's immediate superior. Results indicated that lower level leaders' experience in the organization was critical in determining their performance under high stress, while higher level leaders' intelligence was the critical factor in their performance under stress. The moderating effects of stress were significant for interactions moderated by supervisor stress and by subordinate stress. The findings suggest that interpersonal stress with co-workers, not just stress with superiors, moderates experience and intelligence utilization. (Author/NRB)

ED 210 605 CG 015 630

Perl, Karen Goodman Kahn, Marvin W.

Psychology Graduate Students Attitudes Toward Research: A National Survey.

Pub Date-Aug 81
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Choice, Clinical Psychology, *Graduate Students, Higher Education, *Occupational Aspiration, *Professional Education, Psychological Studies, *Psychology, *Research, Student Attitudes, Vocational Interests

Although graduate programs in psychology devote a substantial amount of time to research training, relatively few psychologists produce research. Psychology graduate students (N 2032) in university and professional school settings participated in a mail survey focusing on students' attitudes toward research in their training and careers. Comparison of clinical, applied, non-applied and professional school students indicated that all planned to devote some career time to research: non-applied students expected to devote the most time to research and professional school students the least. Overall, research interest increased with training and experience. However, a positive correlation was also found between increased research interest and obtaining statistically significant results in one's research. Eclectic was the most frequent first choice theoretical orientation of academic department students; behavioral and psychodynamic were next most popular among clinical students. The non-applied students were the most different from clinical students in terms of attitudes and orientation. Non-applied students tended to be significantly more behaviorally-oriented than the other groups; they were more enthusiastic about graduate school research, were more satisfied with their research, and reported obtaining significant results more often than clinical students. The findings suggest that demands of jobs, problems of learned models of research, or a shift of interests may affect subsequent research output. (Author/NRB)

ED 210 606 CG 015 631

Farber, Stephanie S. And Others
Parental Separation/Divorce and Adolescents: An Examination of Factors Mediating Adaptation.
Pub Date-Aug 81
Note-44p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Age Differences, Anxiety, Coping, *Divorce, *Family Problems, *Interpersonal Competence, *Parent Child Relationship, Parent Role, *Self Concept, Sex Differences, Stress Variables, Young Adults

Parental separation or divorce is a life transition experienced by a significant number of adolescents every year. To examine the relationship between differences in current adjustment and a number of demographic, personal, and situational factors, 65 college students, aged 17-23 who had experienced parental separation or divorce between the ages of 12 and 21, completed questionnaires. A series of measures designed to examine the impact of parental separation/divorce on adolescents and to identify salient individual and situational adjustment mediators were administered to subjects. Multiple regression analyses revealed several factors to be particularly salient mediators of the adolescents' post-divorce adjustment, including distance from home, personal coping style, family cohesion, parental remarriage, and the use of family members for support. Subjects who were farther from home had lower estimations of personal worth and were more anxious, depressed, and hostile than subjects closer to home. Females had more positive views of themselves as individuals, but also reported more anxiety and depression than males. Subjects' current age and their age at the time of parental separation were the most consistent significant predictors of perceptions of family environment. The findings suggest that a life transition framework may best mirror the quality of the divorce experience. (Author/NRB)

ED 210 607 CG 015 632

Fine, Michelle

Child Care Workers: Victims, Nonvictims or Victimizers?

Huntington Associates, Inc., New York, N.Y.

Spons Agency-New York State Div. for Youtn, New York

Pub Date-Aug 81

Note-31p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes, Attribution Theory, *Child Caregivers, Competence, Congruence (Psychology), *Counselor Client Relationship, *Identification (Psychology), *Individual Power, Intervention, *Locus of Control, Negative Attitudes, Psychological Patterns, *Youth Problems

Child care workers may derogate youth in order to restore their own sense of justice and may do so only when they feel organizationally and personally unable to help the youth. The relationship between child care workers' sense of power (both in their agencies and to help youth) and their perceptions of the youth was examined for a sample of 171 child care workers employed in 6 public and 6 private child care agencies. Subjects completed a questionnaire about their agencies, jobs, and the youth with whom they worked. Youth (N 98) completed a comparable instrument. Analyses revealed reliable relationships that substantiated a positive association of perceived organizational power and a personal sense of efficacy with favorable perceptions of the youth and external attributions for their problems. Child care workers who felt able to impact the lives of youth reported favorable impressions; those who tried but were frustrated in their efforts or ineffective tended to derogate. Workers who reported similarities between themselves and the youth tended to feel more powerful and assumed that the youth could be helped. The findings suggest that interventions designed solely for youth may be insufficient to improve conditions in juvenile justice. (NRB)

ED 210 608 CG 015 633

Yarnold, Paul R.
Androgyny Is Known by Many Names.
Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Androgyny, Behavioral Science Research, *Conflict Resolution, Decision Making, *Leadership, Males, Measures (Individuals), *Personality Measures, Personality Traits, *Problem Solving
Identifiers-*Bem Sex Role Inventory

Bem's Psychological Androgyny Theory (PAT) posits two independent domains of behavior on which individuals may be rated. Instrumental (Type I) behavior reflects a problem-solving orientation; expressive (Type E) behavior reflects an affective concern for the welfare of others. To examine the hypothesis that these two dimensions theoretically resembled those studied by leadership and conflict resolution literatures, male undergraduates (N 47) completed 3 inventories: (1) the Bem Sex-Role Inventory (BSRI) from which Type-I and Type-E scores were computed; (2) the Fleishman Leadership Opinion Questionnaire (FLOQ) from which structure'' (Type-I) and consideration'' (Type-E) scores were computed; and (3) the Thomas-Kilman Conflict Mode Instrument (MODE) from which assertiveness'' (Type-I) and cooperation'' (Type-E) scores were computed. A factor analysis of scores generally supported the view that the BSRI, the FLOQ, and the MODE, representing PAT, leadership, and conflict resolution literatures respectively, provided similar measures. The findings suggest that androgyny as a multidisciplinary construct is known by many names. (Author/NRB)

ED 210 609

CG 015 634

Ferguson, Eva Dreikurs

Anxiety and Performance: Each Affects the Other One.

Pub Date-25 Aug 81
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anxiety, Higher Education, Influences, Interaction, Learning Motivation, *Learning Processes, *Motivation, *Performance, Performance Factors, *Psychological Patterns, Tachistoscopes, *Verbal Learning

Investigators assessing the effect of motivation on performance rarely report the effect of performance on motivation. College students (N 48), preselected by anxiety scores, were tested on adjective pairs lists; additionally, anxiety was measured before and after task performance. Results showed that anxiety had a marked effect on verbal learning performance. In a second study of 24 subjects, the anxiety variable did not significantly alter verbal learning performance. Subjects (N 60) preselected on the Spielberger trait anxiety test were tested on a high-speed tachistoscopic task and were given the Spielberger State Anxiety test following performance. Tachistoscopic recognition was not significantly altered by trait anxiety, but a significant correlation occurred between state anxiety and performance. Subjects (N 40) preselected on the Spielberger state anxiety scale were given the scale again immediately preceeding the tachistoscopic task to reveal the effect of anxiety on performance. Results showed that anxiety had no significant effect on tachistoscopic recognition. While only one investigation obtained clear evidence that pre-performance anxiety significantly altered performance, subjects' anxiety was altered significantly as a function of task performance in all four investigations. The findings suggest that anxiety may not remain at a constant level for the duration of an experiment. (NRB)

Rohrbaugh, John Harmon, Joel

Social Judgment Analysis: Methodology for Improving Interpersonal Communication and Understanding.

Pub Date-Aug 81
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Objectives, Cognitive Processes, Communication (Thought Transfer), *Congruence (Psychology), *Feedback, *Group Behavior, Group Experience, Group Unity, *Heterogeneous Grouping, Higher Education, Interpersonal Relationship, Participant Characteristics, *Performance Factors
Identifiers-*Social Judgment Theory

Research has found the Social Judgment Analysis (SJA) approach, with its focus on judgment policy and cognitive feedback, to be a significant factor in developing group member agreement and improving member performance. A controlled experiment was designed to assess the relative quality of the judgment making process provided by SJA. Undergraduates (N 144) were clustered into 32 groups on the basis of systematic differences in their judgment policies to assure heterogeneous groups with members in initial disagreement. Twelve of the groups used SJA to form a group policy to predict horse race outcomes; the remaining 20 groups, as well as 38 individuals, were assigned to four control conditions with variations in task-related instructions and cognitive feedback. Quality of group decisions, reduction of group disagreement, and participant rating of group process were assessed. Results indicated that the SJA approach with task-related instructions and cognitive feedback concerning individual judgment policies mutually shared by the entire decision-making group not only produced extremely high levels of group consensus, but also permitted individual members to learn and improve their own performance. The findings suggest that alterations in the content of interpersonal communication such as those provided by the SJA approach make a significant difference in group effectiveness. (NRB)

ED 210 611 CG 015 636

O'Connell, Agnes N.

Career and Personal Identity Synthesis in Professional Men and Women.

Pub Date-Aug 81

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Development, Adults, *Career Choice, *Family Role, Job Satisfaction, *Life Style, *Professional Personnel, Promotion (Occupational), Quality of Life, Self Actualization, *Sex Differences

Identifiers-*Identity Synthesis, *Satisfaction

Since Erikson first explained identity synthesis for women as a single unitary pattern, identity synthesis for women leading different life styles has been shown to form separate and distinct patterns. These findings suggest that men's identity synthesis may also be more complex than a unitary process. Similarities and differences in identity synthesis between men and women with different life styles were explored. Professional men and women (N 53) completed the Sense of Identity Inventory which measured strength of identity for personal and career stages. Subjects also completed the Satisfaction Scale and, by their responses, were categorized as career- or family-oriented.

Strength of identity scores indicated that women's identity was weaker than men's in earlier, but not later, career stages. The first married stage brought the greatest increment in strength of identity for males; for females, the first child stage had the same effect. Identity for career males increased in strength only at first promotion and first married stages. Strength of identity for family males and career and family females increased in progressive life cycle stages. Career males' identity focus was always personal. Identity focus for all other groups was a balance of personal and reflected dimensions. The findings suggest that identity synthesis is related to primary sources of satisfaction and to the concomitant life style as well as to gender. (Author/NRB)

ED 210 612 CG 015 637

Alcohol and Drug Abuse Education Act Oversight, 1981. Hearing Before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.-Senate-82-644-0

Pub Date-6 Apr 81

Note-111p.; Pages 81-86 are of marginal legibility due to small print size.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Alcohol Education, Community Programs, *Drug Education, *Federal Legislation, Federal Programs, *Government Role, Hearings, Problem Solving, Program Descriptions, *Program Effectiveness, *School Role, State Programs, Youth Problems

Identifiers-*Congress 97th

This publication contains the proceedings of the Senate Subcommittee on Alcoholism and Drug Abuse hearings in April 1981, which reviewed and evaluated current alcohol and drug education programs and the role of its government. Statements by government staff as well as nationwide directors of alcohol and drug education programs are provided along with descriptions of problems and solutions. In addition, several articles dealing with the efforts of public schools to deal with substance abuse and testimony supporting the Alcohol and Drug Abuse Education Act are presented. (JAC)

ED 210 613 CG 015 638

Nover, Michael L.

Student Involvement and the Psychological Experience of the High School.

Pub Date-Aug 81
Note-43p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Competence, *Extracurricular Activities, High Schools, *High School Students, Peer Relationship, School Role, *Socialization, *Socioeconomic Influences, Student Adjustment, Student Characteristics, Student Development, *Student Participation

The role of the school in the fostering of competence and psychological well-being in students is of primary concern to school psychologists. Adolescents' involvement in high school extracurricular activities was examined to determine their effect on socialization and possible relationships with demographic patterns and high school performance. A questionnaire administered to New England high school students showed that students who were from high socioeconomic status families and were seniors were most involved. Student involvement was related to school experience and performance, including academic success. The findings offer some support for considering involvement as a mediating variable. (Author/JAC)

ED 210 614 CG 015 639

Weiner, Bernard

Pride, Pity, Anger, Guilt: Thought-Affect Sequences in the Classroom.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Apr 81
Note-47p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, *Attribution Theory, Cognitive Processes, *Emotional Response, Interpersonal Relationship, Literature Reviews, *Locus of Control, Motivation, *Personality, Psychological Patterns, Self Concept, State of the Art Reviews
Identifiers-*Emotions

A set of prevalent emotions, including pity, anger, guilt, pride (self-esteem), gratitude, and resignation, shares a common characteristic, i.e., causal attributions appear to be sufficient antecedents for their elicitation. Research in the field of emotions has shown that the underlying properties or dimensions of attributions are the significant determinants of these affective reactions. This relationship is pertinent to a number of issues in the study of emotion. The literature suggests that emotion takes a variety of formats, but all varieties rely on the verbal reports and judgments of the participants. Future research should include a systematic study of human emotions prevalent in everyday life, partly guided by the phenomenological method, and directed by the belief that cognitions are sufficient antecedents for feeling states. (JAC)

Troll, Lillian E.

Achievement Orientation in Middle-Aged and Older Women.

Pub Date-Aug 81
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration, *Achievement Need, Adult Development, Creativity, *Females, *Goal Orientation, *Life Style, Marital Status, *Middle Aged Adults, Models, *Occupational Aspiration, Role Perception, Status Need

The suggestion is made that the flood of middle-aged women who have recently turned away from traditional approaches to achievement may have shifted their orientation to changing options, but have always had a great desire to achieve. The effect of the changing values of the women's movement is discussed, and a grid of achievement motivation components that includes the mode, the approach, and the arena of achievement is described in terms of 24 components that may be summed, averaged or considered separately. A developmental progression for women with high achievement motivation is detailed along with the influence of family continuity. (JAC)

ED 210 616 CG 015 642

Holahan, Carole Kovalic

Activity Involvement in Aging Women: Career Pattern and Retirement.

Spons Agency-National Inst. on Aging (DHEW/PHS), Bethesda, Md.
Pub Date-Aug 81
Grant-NIA-AG-0101502
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activities, *Adjustment (to Environment), *Career Development, Comparative Analysis, *Females, Individual Differences, Job Satisfaction, Labor Force, *Life Satisfaction, Life Style, *Occupational Aspiration, Older Adults, *Retirement

Some research has found that women's retirement from the labor force produces significant changes in their lives and requires further investigation. The effects of career pattern and retirement on activity involvement and life satisfaction for women who had been in the work force was investigated. Subjects were members of the Terman Study of the Gifted who were either employed (N 39) or who had retired (N 66). Subjects were also classified as either career workers or job holders. Aspects of life satisfaction were assessed along with satisfaction with income-producing work for subjects who were not yet fully retired. Subjects were asked about their aspiration level in comparison to friends of the same age and sex, and rated their frequency of participation in 27 activities. Findings indicated that job holders felt less advantaged then career women in the aging years. Although income workers and career women did not differ on life satisfaction in family areas, they differed in the area of work satisfaction. Retirement data indicated that individuals with different work orientations adjusted to retirement differently. The results indicate significant variations in activity involvement and life satisfaction in relation to lifetime achievement patterns and retirement. (RC)

ED 210 617 CG 015 643

Khanna, Prabha And Others

Locus of Control Across Two Cultures.

Pub Date-Mar 81

Note-15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Comparative Analysis, *Cross Cultural Studies, *Cultural Differences, *Indians, *Locus of Control, *Psychological Characteristics, *Self Concept, Sex Differences, Socioeconomic Influences

Research on the locus of control variable in recent years has been quite extensive; however, cross-cultural studies have been rather sparse in this area. Differences among adults from the United States (N 194) and India (N 376) on the locus of control variable as measured by Rotter's Internal-External scale were studied. Each sample included equal numbers of men and women and 20-30 year olds and 40-50 year olds. Results indicated that men saw themselves as more effective than women across the two cultures. The Americans felt more in control of their lives than did the Indians. Socioeconomic status which gave equal weight to educational and occupational status was a major determinant with the American sample. Comparisons were also made on subscales consisting of systems control, personal control, and control ideology. For Americans, the major significant factor on all three subscales was socioeconomic status. Among the Indians younger women felt more effective than the other groups in terms of system and personal controls. Each subgroup within the two cultures was also compared with their counterparts; the results indicated that the Americans were significantly more internal, suggesting that this current shift away from externality should be noted in future research. (Author/RC)

ED 210 618 CG 015 644

McAndrew, Francis T.

Primacy Effects in Attributions.

Pub Date-Apr 81
Note-12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability, *Attribution Theory, *Evaluation Criteria, Learning Theories, *Primacy Effect, Problem Solving, *Sex Bias, Success

Previous research has suggested the existence of a primacy effect in the attribution of ability. To test if the primacy effect occurs in situations where specific cues about the person and nature of the test materials are lacking or greatly reduced, college students corrected a multiple-choice test in which a phantom stimulus person correctly answered 15 of 30 questions in a descending or ascending pattern of success. Subjects were then asked to make judgments concerning the person's performance, intelligence and gender. Contrary to expectations, the lack of cues enhanced, rather than diminished, the primacy effect for ability attribution found by earlier investigators. The performer with descending success was perceived as having solved more problems and being more intelligent, and was expected to perform better in the future. An overall bias toward perceiving the stimulus person as a male also occurred. The findings reflect the importance of person cues for confidence in making ability attributions. (Author/JAC)

ED 210 619 CG 015 645

Vincent, Trudy

Predicting Success or Failure in a Juvenile Diversion Program.

Pub Date-Aug 81

Note-30p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescents, Career Counseling, Delinquent Behavior, *Delinquent Rehabilitation, *Evaluation Criteria, Individual Characteristics, Intelligence Quotient, Juvenile Courts, *Predictor Variables, *Program Effectiveness, *Recidivism, Youth Problems

Identifiers-*Diversion (Judicial)

The idea of diverting youths away from the juvenile justice system has grown in the past decade. Most evaluations of diversion programs have been program-centered rather than examining individual programs, and in most cases, success has been judged by recidivism rates. A diversion program, called the Careers Center, was investigated and a combination of individual and environmental variables was generated to predict the success of 64 clients, ages 15-18. Significant predictors of success were: (1) a lower number of recorded legal changes; (2) high IQ; (3) no history of serious behavior problems; (4) no previous institutionalization; (5) early entry into the program; and (6) a possible learning disability. The results provide further evidence that youths who have been more involved in the juvenile justice system may be more difficult to rehabilitate. (Author/JAC)

ED 210 620 CG 015 646

Kirkpatrick, Dwight R. Berg, Alan J.

Fears of a Heterogeneous, Nonpsychiatric Sample: A Factor Analytic Study.

Pub Date-Aug 81
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, *Attitude Measures, Death, Factor Analysis, *Fear, Psychological Studies, *Research Methodology, *Sex Differences

Previous studies on common fears have been vague and have not met requirements for using factor analysis. To avoid some of these problems, a broader age range and a separate analysis of males and females were designed for a sample of 545 individuals, ages 15-89, who responded to 133 fear-scale items. Death of a loved one'' was the greatest fear for both sexes. Items with a mean of three or more on the seven-point scale were factor analyzed. The items meeting the criteria for the female sample resulted in five fear'' factors including: (1) social rejection; (2) unpredictable danger; (3) aggression; (4) small animals; and (5) death of self or loved one. The items analyzed for males resulted in two fear'' factors similar to the first two fear'' factors analyzed for women, i.e., social rejection and unpredictable danger. The findings suggest that these results may be closer than those of previous studies to the structure of the cognitive component of fears in the general population. (Author/JAC)

ED 210 621 CS 006 327

Brittain, Mary M. Brittain, Clay V.

Domain-Referenced Testing of Reading Achievement.

Pub Date-Mar 81
Note-16p.; Paper presented at the Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 12-14, 1981).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Criterion Referenced Tests, *Reading Achievement, *Reading Tests, Test Construction, *Test Format, *Testing Problems, Test Reliability, *Test Theory, Test Validity
Identifiers-*Domain Referenced Tests, Skills Monitoring System

A behavioral domain is well-defined when it is clear to both test developers and test users which categories of performance should or should not be considered for potential test items. Only those tests that are keyed to well-defined domains meet the definition of criterion-referenced tests. The greatest proliferation of criterion-referenced tests in reading has been in the skills monitoring systems or reading management systems. The program-dependent type of test is interlocked with a single published instructional program such as a basal reading series, which is, in effect, part of the program. The second type, program independent, is not integrated with any particular published reading series, but may include charts that cross-reference different basal reading series by page number. A notable weakness, however, is the paucity of information reported on the reliability and validity of the tests used in these systems. There are no published domain-referenced tests of reading behavior. There have, however, been a number of research efforts to develop such tests. These efforts have called attention to the difficulty and amount of time and effort involved in defining domains. What is needed are tests that fall between the so-called criterion-referenced tests and the domain-referenced tests tests that are feasible in terms of the time and effort required to develop them, but which provide a sound informational base for instructional decisions. (HOD)

ED 210 622 CS 006 347

Williams, Connie K.

A Procedure to Evaluate Cognitive Requirements of Beginning Reading Materials.

Pub Date-Nov 81

Note-19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (10th, Lexington, KY, November 11-13, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Basal Reading, Beginning Reading, *Cognitive Development, Developmental Stages, *Evaluation Methods, Primary Education, *Reading Materials, Reading Material Selection, *Reading Research, *Research Methodology, *Textbook Evaluation, Textbook Preparation

A study was undertaken to develop an evaluation procedure that could be used to analyze the cognitive requirements of instructional materials used to teach beginning reading. The study involved four phases. The first phase, an examination of the literature in order to create a basis for the development of assessment procedures, included an examination of the works of J. Piaget and of interpretations of his developmental theory. The second phase involved a review of research evidence and expert opinion concerning the major principles to be included in the procedure. The third phase, the actual development of the procedure, considered such factors as ease of use, time and training required for use, and objectivity. The fourth phase was a pilot study in which the procedure was applied to the selection of reading materials by educators and by the researcher. The findings of the pilot study suggest that the procedure would be useful in aiding writers and publishers to make needed changes so the basal texts will be more suitable for use with children at various cognitive developmental stages. (FL)

ED 210 623 CS 006 348

Feldmann, Shirley Blom, Doke E.

A Study of the Relation of Interest and Incentive to the Reading Comprehension of Average and Below-Average Readers.

Pub Date-Oct 81

Note-10p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (12th, Ellenville, NY, October 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Grade 5, *Incentives, Intermediate Grades, *Motivation Techniques, Positive Reinforcement, Reading Achievement, *Reading Comprehension, *Reading Interests, *Reading Research, *Student Motivation

A study explored the relationship of interest in story content, external incentives, and reading level to elementary school children's reading performance. The subjects, 75 fifth grade students who were either average or below-average readers, were asked to rate the content of five stories from most'' to least'' interesting and were then assigned to a group in which they read stories with their most or least interesting content choice. The subjects' reading comprehension was measured by a cloze procedure. Two incentive conditions were used. In the first, a criterion contingency, each subject was told that he or she would receive a reward after reading each paragraph of the story if he or she had as many or more correct answers than the announced criterion for that paragraph. In the second condition, the control, the subject received a reward after reading the entire story, but no criterion for correct answers was used. Results showed that external incentives enhanced reading performance for average as well as below-average readers, while interest in story content did not appear to be a significant factor in the study. All below-average readers had higher comprehension scores than did the average readers. (FL)

ED 210 624 CS 006 354

Frankel, Alan D.

Structuring an Adult Learning Environment. Part II: Teaching Versus Tutoring the Support Services.

Pub Date-Nov 81

Note-13p.; Paper presented at the Fall Meeting of the New York College Learning Skills Association (Grossinger, NY, November 1-4, 1981). For related document see ED 199 658.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, Higher Education, *Peer Teaching, Remedial Instruction, Remedial Reading, Student Motivation, Student Needs, *Teacher Role, *Tutoring, *Tutors

The college tutor's job is often one of clarifying and reinterpreting material already presented. It is important to highlight the point that the tutor is not teaching teaching has already taken place. Rather, the tutor is addressing a singular need and is clarifying and rephrasing for the student, which is a talent separate and distinct from teaching. The tutor cannot give work outside of the hour conference unless the student is committed enough to assume extra responsibility. For this reason, the tutor should meet weekly with academic advisors and instructional staff. Here, the tutor may provide the teacher with a better route to reach the student, who often views the tutor in a more positive light than the teacher. While a teacher must work hard to achieve a student's trust, the tutor has an easier time of gaining a bond of rapport with the student because he or she is seen as being more like the student. Singular needs often cannot be addressed in the classroom by the teacher. For this reason, too, the tutor is needed. What may seem trivial to the student and, therefore, not worthy of being asked within the classroom may now be comfortably brought to light, questioned, and tested. Although the instructor and tutor are seen differently by students, their jobs are complementary and thus more efficiently carried out when they work with each other. (HOD)

ED 210 625 CS 006 362

Alexander, Clara Franklin

Urban Secondary School Students Evaluate Their Reading Program.

Pub Date-Apr 81
Note-27p.; Paper presented at the Annual Meeting of the New York State English Council (31st, Grossinger, NY, October 18-21, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Junior High Schools, Junior High School Students, *Program Content, Program Development, Questionnaires, *Reading Attitudes, *Reading Instruction, *Reading Programs, *Remedial Reading, Student Evaluation of Teacher Performance, Student Needs, Urban Education

In order to structure reading class activities that would motivate secondary school students, a questionnaire was developed and administered to students in two urban junior high school reading programs. The questionnaire elicited student opinions about the reading class activities they liked and disliked, their reading skills, the materials they preferred to read, and the kinds of help they thought they needed to become better readers. The results showed that students wanted to learn to read faster with comprehension, to read harder books, and to expand their vocabularies. They preferred to read short stories, workbooks, short books, and puzzles, and wanted more library materials in the classroom, including more game books, plays, poetry books, and newspapers. Their preferred reading class activities were reading, using nonprint media for reading, and developing vocabulary, while the least liked activities were writing, answering questions every time after reading, and listening to the teacher for long periods of time. (FL)

ED 210 626 CS 006 365

Otto, Wayne Hayes, Bernie
Glossing for Improved Comprehension: Progress and Prospect.
Pub Date-Dec 81
Note-10p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, Reading Materials, *Teaching Methods
Identifiers-*Glossing, Note Taking, *Reading Strategies

The terms gloss and glossing are being used to designate and describe the systematic use of marginal notes and other extra-text notations to direct readers' attention while they read. Gloss notations may serve as an aid to direct students to content areas of text and to levels of understanding that make optimal use of their current and sometimes limited reading ability. Since one purpose for using gloss is to encourage development and application of specific comprehension skills and the general strategies'' that efficient readers use in understanding text, it seems appropriate to use reading materials that are designed to teach reading skills and strategies. Three possible times to introduce gloss activities include (1) the initial stages of reading instruction, (2) the transition from learning reading skills in a reading class to applying them to content area materials, and (3) during remedial instruction. It must be noted that too much gloss may interfere with students' understanding, while too little gloss is likely to have no effect at all on their understanding. Also, the stages of gloss may be primarily reader/text dependent. Ultimately, glossing is both a way to strengthen students' reading comprehension skills and strategies, and a means to provide students with the metacognitive knowledge and insights assumed to underlie the ability to control one's own mental activities. (HOD)

ED 210 627 CS 006 366

French, Joyce N.

Informal Assessments of Students and Materials for the Content Teacher.

Pub Date-81
Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, Diagnostic Teaching, *Informal Assessment, *Informal Reading Inventories, Measures (Individuals), Reading Comprehension, *Reading Diagnosis, Secondary Education, *Teacher Role
Identifiers-*Reading Strategies

Informal assessment, the use of teacher designed instruments that are based on materials actually used in the content area classroom, is used to determine the student's potential for success with particular materials and the areas of potential difficulty in these materials. Informal assessment also helps to determine the need for supportive reading instruction and for possible supplemental testing. As they build an informal inventory, teachers should be aware of the interaction between the text and the reader in three main areas: (1) the text teachers need to look at the features of various units the students read in the class, particularly those that affect comprehension and recall; (2) the task teachers should consider the skill the reader employs in reading the text and its various units as well as the situation in which it occurs; and (3) the reader the teacher needs to recognize that the reader uses some or all of a configuration of possible strategies in processing the information. (Appendixes include a description of the task condition, suggestions for assessing competency in understanding word meaning in a variety of ways, and alternatives for assessing the student's abilities in using the conventions used by the text author to make the topic and the organization of the material clear.) (HOD)

Schell, Leo M.

The Validity of the Potential Level Via Listening Comprehension: A Cautionary Note.

Pub Date-Oct 81
Note-14p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aptitude, *Educational Diagnosis, *Listening Comprehension, Primary Education, *Reading Achievement, *Reading Comprehension, Reading Diagnosis, Remedial Instruction, *Testing Problems, Test Validity

The concept that a child's potential reading level can be measured via listening comprehension has at least one major shortcoming: it is of doubtful worth for children in grades one through three. First, reading comprehension and listening comprehension are not approximately equal early in a child's schooling. In fact, it seems that they generally do not become approximately equal until about grade six. Second, listening and reading comprehension do not grow at approximately equal rates. Data have shown that the normal differences between these two modes of understanding are so great for children in the early grades that, if compared to the typical differences suggested by reading authorities for identifying students for remedial instruction, they would drastically overrefer children and would include vast numbers of primary grade students progressing normally in learning to read. It seems obvious that in grades one through three listening comprehension should not be unthinkingly accepted as an equal and valid substitute for measures of academic aptitude in determining reading potential. (HOD)

ED 210 629 CS 006 372

Goodman, Yetta M. Altwerger, Bess

Print Awareness in Pre-School Children: A Working Paper. A Study of the Development of Literacy in Preschool Children. Program in Language and Literacy Occasional Paper No. 4.

Arizona Univ., Tucson. Coll. of Education.

Pub Date-Sep 81

Note-77p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Childhood Attitudes, Cognitive Ability, *Family Environment, *Perception, *Perceptual Development, *Prereading Experience, Preschool Children, Preschool Education, *Reading Attitudes, Recognition (Psychology)

Identifiers-*Print Awareness

A study was conducted to explore preschool children's awareness of and responses to print and their concepts of reading and writing. Eleven children, aged three, four, and five years, were given three print awareness tasks in which they were asked to identify a common household product first by its complete label, then by the same label without accompanying pictures or designs, then by the name of the product printed in black. In a fourth and fifth task, the subjects were interviewed to discern their concepts of reading and writing. The sixth task involved book handling designed to reveal the subjects' knowledge and use of print in books. The results of the first three tasks indicated that the more context supporting the print of a product label, such as color or pictures, the greater the frequency of appropriate identification. When print was presented without any supporting context, the children became restless and impatient. The results of the fourth task indicated that the majority of the subjects had already developed the notions that they did not know how to read, that reading would be hard to learn, and that someone would have to teach them how. In task five, the younger children produced scribble or pictures when asked to write, while the older children produced words or letters. The sixth task indicated that the subjects had little awareness of the purpose of print in books. (Product labels and interview questions are appended.) (HTH)

ED 210 630 CS 006 373

Goodman, Kenneth S. Goodman, Yetta M.

A Whole-Language, Comprehension-Centered Reading Program. Program in Language and Literacy Occasional Paper Number 1.

Arizona Univ., Tucson. Coll. of Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Feb 81

Note-27p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beginning Reading, Elementary Education, Holistic Evaluation, Program Descriptions, *Psycholinguistics, Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Programs
Identifiers-*Whole Language Approach

Intended for reading teachers and school administrators, this paper proposes a whole language, comprehension based approach to reading instruction that is rooted in the humanistic acceptance of the learner as problem solver and that builds on strengths and minimizes preoccupation with reading deficiency. Following an introduction and rationale for this holistic approach, the paper outlines the key principles of the approach relating to the reading process, teaching and learning, and instructional materials. The paper then examines the myths of reading readiness, controlled vocabulary, phonics, and mastery learning. The next section of the paper details the essentials of an in-school program that draws on the learning taking place outside school, beginning with preschool and progressing through beginning reading, developmental reading, and an alternative to remediation. The conclusion of the paper reexamines the strengths of a holistic reading program. (HTH)

ED 210 631 CS 006 375

Goodman, Kenneth S. Gollasch, Frederick V.

Word Omissions in Reading: Deliberate and Non-Deliberate. Program in Language and Literacy Occasional Paper Number 2.

Arizona Univ., Tucson. Coll. of Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Mar 81
Contract-NIE-C-00-3-0087
Note-52p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Decoding (Reading), Elementary Education, *Error Analysis (Language), *Miscue Analysis, Psycholinguistics, Reading Instruction, *Reading Processes, *Theories

Intended to help reading instructors better understand the nature of reading errors, this report carefully examines one type of error word omissions. Following a review of research in the area of omissions, the report discusses in detail the omission patterns, in context, of a single reader, then summarizes four key points about omissions demonstrated by that reader. Next, the report develops a major theoretical conclusion that omissions may be divided according to whether they are deliberate or nondeliberate. It compares the omission phenomenon to a related one, the substitution of nonwords for real words. The report then presents a categorization of the types and causes of nondeliberate omissions, followed by a discussion of the differential effect of omission on the reader's effectiveness. A discussion of how the understanding of omissions is helped by looking at the reader's retellings follows. The report concludes with a summary and the implications of the deliberate and nondeliberate theory of omissions for reading instruction. (HTH)

ED 210 632   CS 006 376

McCormick, Christine B.
The Effect of Mnemonic Strategy Variations on Students' Recall of Potentially Confusable Prose Passages.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-WRDCIS-TR-582
Pub Date-Sep 81
Grant-OB-NIE-G-81-0009
Note-177p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Context Clues, Grade 8, Junior High Schools, Language Processing, Memory, *Mnemonics, *Reading Research, *Recall (Psychology)
Identifiers-*Prose Learning

A study was conducted to demonstrate the value of a mnemonic strategy in remembering information from prose passages and to assess processing differences associated with three variations of the mnemonic strategy. The subjects were 220 eighth grade students who read four short fictional biographies and answered recall questions that were either randomly ordered or ordered to reflect the way the information was presented in the passages. The students participated as members of the following conditions: (1) two control conditions in which students used their own best methods of remembering the biographical information, (2) a keyword paired condition connecting keyword-stimulus and concrete referents at the sentence level, (3) a keyword-chained condition connecting the keyword and the concrete referents of two sentences, and (4) a keyword-integrated condition that combined the keyword with concrete referents throughout the prose passage. Students in the keyword groups recalled significantly more passage information than did students in the control groups. The likelihood of correctly recalling pieces of information that had been contiguously presented within a passage was found to vary as a function of instructional condition and question order. The experimental groups also differed in terms of the kinds of errors made. Overall, the results suggested the efficacy of using the

ED 210 633 CS 006 379

Witte, Pauline L.

Glossing Content-Area Texts: A Vehicle for Inservice Training.

Pub Date-Dec 81

Note-14p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advance Organizers, *Content Area Reading, *Directed Reading Activity, Inservice Teacher Education, *Reading Consultants, Reading Instruction, Secondary Education, Teaching Methods

Identifiers-*Glossing

Gloss, or marginal notations in a text, and other similar techniques can be used by reading specialists both as they attempt to develop meaningful content area reading programs and as they review what is already known before attempting to learn new information. For example, several social studies teachers began their gloss activities by instructing students to make a list of important ideas they had or facts they already knew about a particular topic. Other teachers wrote gloss activities, designed to assist students, that identified sections of text where new ideas were introduced and where rereading and reorganizing appeared to be required. Also, teachers have made use of gloss activities to direct students to go back to a section of text and reread or to note a concept that would be important when the next section in the text was read. Writing marginal glosses and discussing the research ideas and insights that can be associated with them appears to be one way of working with teachers and their texts in a public school setting. The gloss concept is comprehensive enough to include many approaches and ideas related to effective reading and studying; teachers seem to accept it as a credible technique that requires much work and effort on the part of both the teacher and the students. (HOD)

ED 210 634 CS 006 381

Longo, Judith A.
Validation of the Fry Readability Graph, Levels 13-17.
Pub Date- 77
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, Higher Education, Readability, *Readability Formulas, Reading Material Selection, Test Reviews, *Test Selection, *Test Validity
Identifiers-Freshman Composition, *Fry Readability Formula

Validity, the most critical of readability formula characteristics, requires that a measuring device actually measure what is intended to be measured. To examine validity, a study was conducted in which ten popular handbooks used in the teaching of college freshman composition were examined for comparative validity data the extent to which scores developed from two or more formulas agree with each other. The readability formula chosen for validation was the Fry Readability Graph. (Only the Fry graph reports the grade level of the reading material directly from the plotting of syllable and sentence counts on the graph.) The results were compared to the results obtained from the application of three other formulas: Dale-Chall, Flesch, and Farr-Jenkins-Paterson. The data obtained revealed strong agreement among all four formulas in determining whether certain passages were at college reading levels. In view of these results, ease of application became a significant factor. The Fry graph agreed with the Dale-Chall ratings in 27 of the 30 samplings, with the remaining three only a grade apart. The Dale-Chall is widely termed the most accurate of available measures. However, analysis of the passages for the Fry graph was accomplished in several hours while the Dale-Chall requires several weeks. The results indicate that validation should be pursued. (HOD)

ED 210 635 CS 006 382

Blomenberg, Paula, Ed.

Graduate Programs and Faculty in Reading. Fourth Edition.

International Reading Association, Newark, Del.

Report No.-ISBN-0-87207-928-7

Pub Date-81

Note-382p.; Indexes may reproduce poorly due to small print.

Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 928, $10.00 member, $15.50 non-member).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Graduate School Faculty, *Graduate Study, Higher Education, Program Guides, *Reading Instruction, *Reading Programs, Teacher Education

Intended for reading teachers and consultants, students, and others who want information about the nature of graduate training programs in the field of reading, this book lists over 300 graduate reading programs offered in the United States and Canada. Institutions offering graduate programs are listed alphabetically by province for Canadian institutions, then by state for colleges and universities in the United States. Each listing provides (1) the name and address of the program director, (2) a program overview, (3) degrees offered by the institution, (4) the number of students enrolled in the graduate program, (5) application procedures, (6) tuition fees, (7) financial assistance available, and (8) the name, rank, area of specialization, and percentage of time spent in the reading program for each faculty member in the program. The book concludes with a faculty index and an index of colleges and universities. (HTH)

ED 210 636 CS 006 383

Marcetti, Alvin J.

A Review of Currently Used Secondary Remedial Reading Materials.

Pub Date- 81

Note-33p.

Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Instructional Materials, *Reading Material Selection, Reading Programs, *Remedial Reading, Secondary Education, *Textbook Evaluation

This review of instructional materials currently used in secondary school remedial reading programs provides rating sheets for magazines, commercially published reading programs, paperback library books, specific skill sets, multimedia materials, workbooks, supplementary materials, and book sets. Each rating sheet analyzes the material's advantages and disadvantages and identifies the school districts (rich or poor, urban or rural, large or small), the educational setting (reading laboratory, traditional classroom, or small group settings), and the grade levels for which it is best suited. Each sheet also provides cost information for the material and the name and address of its publisher. (FL)

ED 210 637 CS 006 384

Sullivan, Kathryn

Vocabulary Instruction in Mathematics: Do the Little'' Words Count?

Pub Date-Dec 81

Note-9p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Area Reading, Educational Games, Intermediate Grades, *Mathematics Instruction, *Reading Comprehension, *Reading Research, *Vocabulary

Identifiers-*Word Problems

A study was conducted to determine whether vocabulary instruction in the little'' words would enhance children's performance on mathematical word problems. Thirty-eight fourth, fifth, and sixth grade students were pretested in mathematics computation and were assigned to experimental or control groups. The control groups received drill in basic addition, subtraction, multiplication, and division facts while the experimental groups received instruction in the meanings of 50 vocabulary words, such as the,'' is,'' page,'' number,'' and do.'' The meanings of the vocabulary words were discussed and recorded, and occasionally a game was played to reinforce the word meanings. At the end of three weeks all students were posttested and the pretest-posttest scores were compared for the entire group. Comparison scores indicated that the students as a whole made significant gains. When posttest scores for the experimental and control groups were compared, no significant differences were found, although the mean of the experimental group was 3.6 months higher than that of the control group. Drill on basic addition, subtraction, multiplication, and division facts was no more effective in improving mathematics computation than was vocabulary instruction. (A list of the 50 little'' vocabulary words and their meanings is included.) (HTH)

ED 210 638 CS 006 386

Fry, Edward

Do Children Read Better Now Than 10 Years Ago?

Pub Date-Dec 81
Note-11p.; Paper presented at the Annual Meeting of the National Reading Conference (Dallas, TX, December 2-5, 1981). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Gains, *Comparative Analysis, *Educational Assessment, Educationally Disadvantaged, Elementary Secondary Education, *National Competency Tests, *Reading Achievement, *Reading Improvement, Reading Skills
Identifiers-*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a stratified random measure to systematically sample the performance of three age groups in a variety of subjects so that generalizations can be made to the United States as a whole. Past NAEP mean total reading scores have indicated that, in general, girls read slightly better than boys, whites read considerably better than blacks, and children who live in advantaged urban communities read better than those from rural or disadvantaged urban communities. A comparison of mean reading scores from the 1970 and 1980 assessments was made to see whether reading ability levels had improved during that ten-year period. The comparison indicated that (1) 9-year-old students read significantly better, 13-year-old students read slightly better, and 17-year-old students read slightly worse than their 1970 counterparts; (2) boys made slightly better gains over the ten-year period than did girls; (3) those from rural and disadvantaged urban communities made greater gains than those from advantaged urban communities; and (4) blacks made greater gains than did whites at all three age levels. The most important trend occurring over this period was that the worst readers improved the most, a trend that supports the continued government funding of disadvantaged student programs such as Right to Read and Title I. (HTH)

Richgels, Donald J.
Learning to Speak and Learning to Read.
Pub Date- 80
Note-17p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Language Acquisition, *Language Research, Language Skills, *Learning Processes, *Learning Theories, Literature Reviews, Reading Instruction, *Reading Research, Reading Skills, Relationship, Research Methodology, Speech Skills

Based on the premise that research findings about children's language acquisition might support theories about the learning of reading, this paper reviews research that has addressed the development of language production and the relationship between language ability and reading achievement. The first section of the literature review deals with research offering explanations of language production development, and includes discussions of the nativist and cognitive theories of language acquisition. The second section presents research concerned with the interaction between language development and learning to read, and covers those studies that (1) directly apply language theories to reading achievement, (2) see a difference between oral and written language and, therefore, a difference in learning to speak and learning to read, and (3) consider oral language competency to be important in learning to read. The paper concludes that reading teachers must become aware of elements of language competence, but cautious about assuming a direct carryover of this competence to reading tasks. (FL)

ED 210 640 CS 006 390

Kingston, Albert J., Jr.

The Study and Reading Needs of the Elderly College Student.

Pub Date-Dec 81
Note-8p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Nontraditional Students, *Older Adults, *Reading Skills, Research Needs, *Student Educational Objectives, *Student Needs, *Study Skills, Teacher Role

Despite the fact that only a small percentage of eligible senior citizens takes advantage of the opportunity, increasing numbers are enrolling in college and university classes. Not only do elderly college students have to overcome the long lapse of years since they were students, but age and maturity typically cause physical and psychological difficulties that serve to hamper academic adjustment. Visual and auditory problems are fairly common in persons 60 years or older. Age also affects the memory and learning as well as the ability to generate and organize data. Reading instructors can assist the elderly student to become aware of and to employ various organizational aids glosses, italicized materials, and similar typographical aids. The older adult, just as the younger student, needs to be constantly reminded that learning is an active process that is best accomplished when the learner is attentive and has specific goals or objectives, and should be taught procedures for systematic review. Flexible reading, modes of comprehending, and vocabulary improvement also would be valuable. Above all there is an urgent need for reliable and valid data concerning the reading behavior of the elderly adult. (HOD)

ED 210 641 CS 006 391

Bentz, Darrell Szymczuk, Mike

The Developmental Process of Vowel Integration as Found in Children in Grades 1-3.

Pub Date-Oct 81

Note-27p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Articulation (Speech), Child Development, Comparative Analysis, *Developmental Stages, *Phoneme Grapheme Correspondence, *Phonetics, Primary Education, *Reading Research, *Recognition (Psychology), Teaching Methods, *Vowels

A study was designed to investigate the auditory-visual integrative abilities of primary grade children for five long vowels and five short vowels. The Vowel Integration Test (VIT), composed of 35 nonsense words having all the long and short vowel sounds, was administered to students in 64 schools over a period of two years. Students' indications of the vowel sounds they heard were recorded along with information regarding the test form, school district size, school's percentage of students enrolled in Title I programs, type of reading program, grade level, and subject's sex. The results revealed that the long vowel sound and the short vowel sound of a'' and o'' were easily mastered by first grade children. However, the remaining short vowel sounds (e, i, and u) were difficult for children even at the third grade level. The type of reading program was a significant factor, with supportive programs using both basal and supplementary vowel development materials showing consistent superiority over phonetic and nonphonetic programs. Sex type and the percentage of Title I students in a school were not significant factors. (RL)

ED 210 642 CS 006 392

Rhoder, Carol

The Integration of Reading and Writing Instruction: A Strategy for All Teachers.

Pub Date-81

Note-15p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, Content Area Reading, Diagnostic Teaching, Higher Education, *Integrated Activities, *Organization, Questioning Techniques, *Reading Instruction, Remedial Instruction, Teaching Methods, Two Year Colleges, *Vocabulary Development, *Writing Instruction

Identifiers-*Reading Writing Relationship

Diagnostic teaching should be considered a two-step operation: the first half is skills assessment while the second half is related basic skills instruction. As part of the basic skills instruction, the students should be taught to be aware of certain features of the text itself when reading or writing: identification of topic, formats, relationships of parts to whole, and use of key words. To help them learn and store information in organized, meaningful units, students need to develop a framework for information by generating questions from text that will allow them to predict information, to create their own questions, and to develop a grid to organize information. Such a grid might have the questions down one side and categories of answers across the top. As the students read they verify their questions and jot down notes for answers. After reading, students decide which of their questions they can use for further research. They can then do a variety of writing activities, such as writing summary paragraphs to answer the questions, as a framework for their writing. The grid can also be used to develop vocabulary, with students relating words from a list to their questions. Another use of the grid is the identification of concepts and the kinds of relationships that exist among concepts through the use of cue words, circles, and lines. Thus, the grid is a system to teach students to consciously recognize and apply structure to new information. (HOD)

ED 210 643 CS 006 394

Greenlaw, M. Jean

Books as They Reflect the Reader: An Exploration.

Pub Date- 81
Note-15p.
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescent Literature, Adolescents, Bibliotherapy, Books, Children, *Childrens Literature, Elementary Secondary Education, *Literature Appreciation, *Reading Materials, Reading Material Selection, Values

This paper explores the impact of books on young readers, and briefly examines several titles that can help children and adolescents understand the world around them. Following a brief review of research studies that have shown that reading literature affects the values that children hold, the paper discusses titles dealing with death, personal fears, disabilities, differences, and identity. A final section cautions against using the titles in any intentional bibliotherapy effort. A list of 49 books for children and young people concludes the paper. (HTH)

ED 210 644 CS 006 395

Moore, Jesse C.
What Influences a Teacher in Providing Reading Instruction: A Research View.
Pub Date-Oct 81
Note-10p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Reading Instruction, *Reading Research, *Reading Teachers, *Teacher Attitudes, *Teacher Behavior, Teacher Education Programs, Teacher Effectiveness

To determine what influences a teacher in providing reading instruction requires surveying more than one body of literature. It is important to note that the findings of any study are shaped by the questions that are asked and by the methods used to answer them. Although a large amount of research demonstrates overwhelmingly that teachers can acquire a variety of instructional skills and that various program formats can facilitate their development, these studies do not indicate the best way for developing a particular behavior. Only a small amount of research has attempted to identify and compare the range of things which influence how reading is taught. To determine the range of experiences that influence reading teachers, one study analyzed descriptions using an open-ended critical incident technique. The study concluded that almost anything that occurs in a reading classroom has the potential for influencing a teacher's attitude or behavior. Also, it may be that teachers are more influenced by events that happen by chance during daily school activities than by those that are planned as part of a formal training program. Reading education programs should provide high-impact, immediate-feedback situations since research has shown that these situations influence reading teachers the most. By following this procedure, programs stand a better chance of having an effect upon teacher attitudes and actions, which in turn positively affect a child's reading achievement. (HOD)

Reading and Study Skills and Instruction: College and Adult: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-11p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adults, Annotated Bibliographies, Anxiety, Comprehension, Computer Managed Instruction, *Doctoral Dissertations, Higher Education, Individualized Instruction, Interdisciplinary Approach, *Reading Instruction, *Reading Programs, *Reading Research, Remedial Reading, Two Year Colleges
Identifiers-Reading Writing Relationship, *Schemata

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with a variety of topics, including the following: (1) the relationship between the syntactical complexity of expository writing and reading comprehension levels of community college students, (2) fluent and nonfluent readers' use of strategies in text comprehension, (3) the organization and effectiveness of community college reading programs, (4) the social context of adult reading instruction, (5) a computer-managed tutorial reading system, (6) the effects of format and number of arguments on reading comprehension of college undergraduates, (7) the effect of a reading improvement program on the college student, and (8) schema modification as one aspect of reading comprehension. (HTH)

ED 210 646 CS 006 397

Creativity: Characteristics, Climate and Activities for Creative Learning (K-12).

Indiana State Dept of Public Instruction, Indianapolis. Div. of Reading Effectiveness.

Pub Date-Aug 80

Note-23p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creative Activities, *Creative Teaching, Creative Writing, *Creativity, Elementary Secondary Education, Learning Activities, Listening Skills, Reading Instruction

Intended for teachers at all levels, this paper examines the characteristics of creativity and provides activities for creative learning. Following an introduction defining creativity as the ability to draw upon one's past experience, the paper examines the characteristics of creative thinking. This examination is followed by a section that discusses the characteristics of a creative classroom and a creative teacher. The next three sections provide specific activities for creative listening, creative reading, and creative writing. The activities presented include responding to a poem, outlining a story, and writing a story with a plot based on a series of unrelated pictures. (HTH)

Methods for Motivation, Grades 7-9.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date-Aug 81
Note-14p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Class Activities, Classroom Techniques, Junior High Schools, Junior High School Students, *Motivation Techniques, *Reading Attitudes, Reading Instruction, Reading Interests, Self Concept, *Student Motivation, Student Needs, *Teaching Methods, Teaching Styles

Adolescents are extremely interested in their cultural sex roles, relationships, changing bodies, changing relationships with parents and with members of the opposite sex, value patterns, and careers. Their reading interests are closely related to their emotional interests. Teachers need to be aware of the complexities of adolescent life and redesign their teaching techniques to cope with them. The degree to which students feel they can control their own destiny has a significant impact on their motivation. Teachers can modify their methods or styles of feedback to enhance student self-esteem by assessing student behavior, identifying reasons for that behavior, and implementing changes with those behaviors in mind. Such an approach might include

instruction in increments that allow frequent success, and feedback that is immediate and specific to the student's response. Appropriate activities for improving motivation include letting students choose their own books, assigning creative projects instead of book reports, and providing sources for reading other than books, such as magazines and comic books. (HTH)

ED 210 648 CS 006 399

Textbook Usage Inventories (4-12).

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
Pub Date-Jun 81
Note-15p.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, *Informal Reading Inventories, *Reading Ability, Reading Comprehension, *Reading Skills, Resource Materials, Secondary Education, *Student Evaluation, *Test Construction

The easiest way for a content area teacher to find how effectively students can read materials assigned in class is to design a teacher-made inventory, using the materials to be read and studied by the students, called a Textbook Usage Inventory. Reading skills and resources that should be incorporated in the inventory include literal skills, interpretive skills, critical skills, creative skills, classroom resources, and library resources. An identification of these skills can be made into a checklist for determining the types of comprehension and reference questions asked. The inventory should include a total of 35 to 40 questions. When administering the inventory, the teacher should explain the purpose of the inventory to the students and assure them that no grade will be assigned on the inventory, but that the results will be shared with them. The inventory evaluation can be used as a class activity in which each student scores his or her own paper. A student would be considered deficient in any one specific skill if he or she answered more than one question incorrectly when there are at least three questions measuring a specific skill. (A sample content area checklist, a basic outline for constructing an inventory, examples of inventory items, and an evaluation sheet are included.) (HOD)

ED 210 649 CS 006 400

Bowman, Harry L. Kerr, Norman J.

An Investigation of U. S. Navy Recruit Characteristics on Reading Comprehension and Related Variables.

Pub Date-Nov 81
Note-22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aptitude, Basic Skills, *Comparative Analysis, *Educational Background, High School Graduates, *Military Personnel, *Participant Characteristics, *Reading Comprehension, Reading Research, Reading Skills, Recruitment, Screening Tests
Identifiers-*Naval Training, Navy

Basic skills training in the United States Navy has become increasingly important as the quality of the recruit population has declined and the job demands faced by enlisted personnel have expanded. A study investigated reading comprehension and related variables pertaining to the Navy's recruits during a 12-month period. The primary focus of the study was on the classification of recruits based on their performance above or below the 6.0 reading grade level in comprehension, the criterion used in screening recruits for the remedial training program. Other variables of interest were month of entry into the Navy, years of education, high school graduation status, and aptitude test score. Results indicated that (1) four-fifths of the recruits were high school graduates, (2) higher percentages of the recruits who entered the Navy in the summer months were high school graduates than those who entered in other months of the year, (3) the aptitude data did not show any clearly discernible seasonal or cyclic pattern, (4) the reading comprehension performance of recruits showed a gradual improvement over the 12-month period, and (5) 1.5% more of the high school graduates than nongraduates scored below the 6.0 reading grade level. (HOD)

ED 210 650 CS 006 401

Marschner, Jane And Others

Assessment of the Cognitive Domain of Reading.

Pub Date-Mar 81

Note-50p.; Paper presented at the Annual Meeting of the Missouri State Council of the International Reading Association (14th, Columbia, MO, March 13-14, 1981).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement Tests, *Diagnostic Tests, Educational Assessment, Elementary Secondary Education, *Reading Readiness Tests, *Reading Tests, *Test Reviews, *Test Selection

Noting that the purpose of testing and test validity, reliability, norms, and usefulness should be primary considerations in choosing a reading test, this paper is intended to serve as a guide in test selection. The document provides a checklist for collecting the information necessary for selecting a test, and brief overviews of five reading achievement/survey tests, nine diagnostic tests, and four reading readiness tests. A chart for quick reference follows each set of descriptions. The document concludes that a comprehensive testing program should include the use of teacher observation, health and anecdotal records, work samples, classroom tests, cumulative records, case studies by specialized consultants, objective or standardized tests, and any other tests needed to assess student performance. (HOD)

ED 210 651 CS 006 402

Gold, Janet T.

Writing Composition Enhances Reading Comprehension.

Pub Date-Oct 81

Note-27p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981). Some parts may be marginally legible.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Higher Education, Integrated Activities, Prediction, *Reading Comprehension, Reading Skills, Sequential Learning, *Teaching Methods, *Writing Exercises, *Writing Instruction

Identifiers-Inferences, *Reading Writing Relationship

An understanding of an author's structure of ideas assists readers in comprehending a text. Three kinds of writing activities relate to a reading comprehension subskill. (1) sequencing the logical presentation of events, times, places, ideas or steps in a procedure to accomplish a task or to comprehend an event for which a teaching progression might include self-relating, double-cued, text-supported, and varied sequences; (2) inferencing'' the educated guess based on information that has limited availability or on information that may even be inaccurate; and (3) predicting students are given information concerning a situation and asked to suggest a variety of possible results or consequences that could arise. Their suggestions would be based on limited textual information but supplemented by as much experiential knowledge as students could bring to the situation. These activities would give students opportunities to use their personal knowledge and experiences to apply techniques used by authors to express and organize their ideas. Through this kind of personally involved writing, students may be sensitized to text structures that may aid in comprehending written materials. (Each writing activity is followed by suggested exercises.) (HOD)

ED 210 652 CS 006 403

Moss, R. Kay Stansell, John C.

The Reader-Based and Listener-Based Oral Text Processing of a Sixteen-Year-Old Beginning Reader.
Pub Date- 81
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Case Studies, *Language Attitudes, Language Experience Approach, Language Usage, Literacy, *Oral Language, *Reading Attitudes, *Reading Difficulties, Reading Research, Remedial Reading, *Student Attitudes, Written Language

The case study of James, a semiliterate 16-year-old delinquent, illustrates (1) the importance of learners' language strengths, (2) the importance of learners' perceptions about the nature of assigned tasks, and (3) the need to examine reading instruction as a possible contributor to delayed literacy. When James was asked to tape record a story, he provided a very imaginative, detailed story featuring dialogue, a well-developed plot, good characterization, and a brilliant climax. The story was transcribed and used as reading material for the student's next several tutoring sessions. When more reading material was needed, James was asked to tape another story. Compared to the first story, this second story was much shorter, had fewer idea units and less development, and was structurally less complex in the story grammar it generated. It was hypothesized that the second story was less demanding than the first becouse James realized that it would be transcribed and used for instruction. While the first study was seen as listener-based, designed to meet the needs and expectations of a listener, the second story was reader-based, reflecting James's limited prior experience with stories in print and his careful choices of just those grammatical features and lexical alternatives that he felt he could handle as a reader. James's perceptions of his past reading situations had affected his language use. (FL)

ED 210 653 CS 006 404

Carsello, Carmen J. Creaser, James W.

Reading Attitudes and Problems of the Elderly.

Pub Date-Dec 81
Note-17p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Background, *Older Adults, *Reading Attitudes, *Reading Difficulties, *Reading Habits, *Reading Research, Reading Skills, Sex Differences

A group of 106 elderly adults in the Chicago, Illinois, area participated in a study undertaken to identify the reading attitudes of older adults or their difficulties in reading. Each was administered the Survey of Elderly Reading Attitudes (SERA) consisting of 75 items designed to elicit attitudes, recognition and comprehension problems, different reading behaviors, and physical and psychological difficulties involved in reading. The results were compiled for groups separated by sex, age, and years of education. The findings revealed that, in general, females read better than males and the younger group read better and had fewer physical and psychological problems with reading than did the older group. The results also indicated that the higher the educational level, the better the reading skills and attitudes of the subjects. There was evidence of widespread recreational reading and survival reading skills for most adults. The results showed that most of the mature adults who filled out the inventory considered themselves good readers. The study suggests that reading contributes more to the educational and recreational accomplishments of the aged who are better educated than to those with less schooling. (Tables of the survey results are attached.) (HTH)

ED 210 654 CS 006 405

Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-9p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Cognitive Processes, *Content Area Reading, *Doctoral Dissertations, Psycholinguistics, Reading Diagnosis, *Reading Instruction, Reading Materials, *Reading Research, *Reading Skills, Secondary Education, *Study Skills
Identifiers-*Reading Strategies

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The ten titles deal with the following topics: (1) an inductive method for teaching three skills necessary for reading narrative fiction; (2) the use of reading strategies in secondary level content area classrooms; (3) seventh grade students' insights about the strategies they used to study and understand an expository text; (4) the strategies used by selected junior high school students to read content area materials; (5) the reading process as a transactional learning experience; (6) a psycholinguistic investigation of the cloze responses of secondary school students; (7) achievement and attitudinal outcomes of teaching tenth grade American history by a lecture method and a method emphasizing the development of reading skills; (8) high school students' reading ability in their assigned science and social studies textbooks as measured by the cloze procedure; (9) the extent to which students in content area classrooms are given instruction in reading assigned materials; and (10) a comparison of basic concept formation performance and verbal concept formation performance of ninth grade students who were grouped according to reading ability. (FL)

ED 210 655 CS 006 406

Gillis, M. K.

Why Do Children Read.

Pub Date-Oct 81
Note-9p.; Paper presented at the Annual Meeting of the College Reading Association (25th, Louisville, KY, October 29-31, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment, Elementary Education, *Reading Attitudes, Reading Diagnosis, *Reading Habits, *Reading Interests, *Reading Research, *Reading Skills, Student Needs

Elementary school children were questioned about what and why they read. The 20 children, four each from kindergarten and grades one, three, four, and six, included 12 boys and 8 girls. The teachers were asked to send two good readers and two poor readers from each grade, without indicating which children were good or poor readers. During interviews, if the children indicated reading nonassigned materials for their own purposes, they were judged by the interviewer to be good readers. If they indicated reading only assigned materials for purposes of learning to read or to please others, they were judged to be poor readers. These classifications matched the teachers' classifications exactly. The good and poor readers could be differentiated on the basis of their reasons for reading, regardless of absolute reading levels. Among the things that the good readers read were highway signs, newspapers, and trade books. These children read nonassigned materials in and out of school for many of the same reasons that adults read. They understood what reading was and what it had to offer them. In contrast, the poor readers read only assigned materials in order to learn the words,'' and did not understand that reading was a meaningful process. All of these children had adequate oral language skills, learned in an environment saturated with oral language. Educators need to create a similar environment saturated with written language to encourage reading skills. (HTH)

ED 210 656 CS 006 407

Reading and Study Skills Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-16p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Beginning Reading, *Cognitive Processes, *Doctoral Dissertations, Elementary Education, Prereading Experience, Preschool Education, Reading Attitudes, *Reading Instruction, Reading Processes, Reading Programs, Reading Readiness, *Reading Research, *Study Skills, Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics, including the following: (1) a structured and an unstructured approach to kindergarten instruction and their effects on reading readiness for the first grade; (2) effects of exposure to story tapes and accompanying books on interest in reading related activities of preschoolers; (3) reading and writing behaviors of selected fourth grade and seventh grade students; (4) verbal and nonverbal cognitive strategies of young readers; (5) attitude and self-concept of children who read before grade one; (6) a study of cross-age peer tutoring as a strategy for middle school reading improvement; (7) investigating questioning behavior as an indicator of reading readiness; (8) comparison of reading readiness of kindergarten students in three programs; (9) the relationship between oral reading fluency and other reading behaviors among first grade children; (10) summer vacation reading achievement gain or loss and related fall recovery time; (11) a comparison of an individualized reading program and a basal reading program in first and second grades; (12) the effects of reduced class size upon the acquisition of reading skills in grade two; and (13) a parental program for the preparation of preschool children in reading readiness. (HTH)

ED 210 657 CS 006 408

Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-21p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Doctoral Dissertations, Elementary Secondary Education, Hearing Impairments, Higher Education, Learning Disabilities, Reading Comprehension, Reading Diagnosis, *Reading Difficulties, Reading Improvement, *Reading Programs, *Reading Research, Reading Skills, *Remedial Reading, *Teaching Methods
Identifiers-Piagetian Theory

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) the oral, written, and reading syntax of 46 learning disabled children; (2) the effects of oral reading rate and reinforcement on reading comprehension; (3) supplementary peer instruction in a Title I remedial reading program; (4) a case study of the diagnosis and remediation of a severely disabled reader; (5) reading achievement retention over the summer months for low-achieving students; (6) applying Piagetian theory to remedial reading situations; (7) the effectiveness of instructional television versus text reading for learning concept formation for good and poor adolescent readers; (8) corrective reading, self-esteem, locus of control and parental perception of disabled readers and disabled learners; (9) parents' role in using interactive television with handicapped children; (10) the effects of three prereading activities on the reading comprehension of learning disabled children; (11) an application of protocol analysis in identifying the reasoning strategies used by seventh and eighth grade remedial reading students; and (12) hearing impaired children's reading comprehension of anaphoric relationships. (RL)

ED 210 658 CS 006 409

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-16p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advance Organizers, Annotated Bibliographies, Cognitive Processes, Context Clues, *Doctoral Dissertations, Elementary Secondary Education, *Memory, *Reading Comprehension, Reading Diagnosis, Reading Difficulties, *Reading Instruction, *Reading Research, *Recall (Psychology)
Identifiers-Prose Learning

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the effect of a crowded or spaced appearance of narrative material on the reading comprehension of above-average and below-average fourth grade students; (2) the perception and use of sentence structure by good reading comprehenders and skilled decoders in contextually limited environments; (3) the use of three prereading strategies and their effects on the comprehension of junior high school students; (4) reading performance as a function of auditory sequential memory, anxiety, and age or grade level; (5) metatextual notions and reading comprehension; (6) third grade readers' use of prior knowledge in inferential comprehension; (7) gender conformity, text characteristics, and comprehension of stories; (8) the relationships between student retellings and selected comprehension measures; (9) contextual prerequisites for making inferences from text; (10) inferential listening and reading comprehension of discourse in normal and reading disabled children; (11) the effects of pictures on the literal comprehension of second grade readers; and (12) the effects of students' meaning perception and textual structuring upon the comprehension of social studies reading passages. (FL)

ED 210 659 CS 006 410

81

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-15p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Doctoral Dissertations, Elementary Secondary Education, Gifted, *Individual Characteristics, Mathematics Education, *Parent Influence, *Performance Factors, Predictor Variables, *Reading Achievement, Reading Interests, *Reading Research, Reading Skills, Self Concept, Student Attitudes, Teacher Influence, Teaching Methods

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) the relationship of reading achievement to self-concept in third and fourth grade gifted students; (2) perceived teacher effort and student achievement in reading; (3) the effect of team teaching upon achievement in and attitude toward mathematics and English; (4) the relationship between selected learning independence characteristics and reading achievement in third grade students; (5) reading achievement in single-grade versus multigrade classrooms; (6) the effect of family environment on elementary school children's reading achievement; (7) peer influence as a factor in student reading preferences; (8) effects of adjusted teaching strategies on reading achievement of impulsive third grade students; (9) self-concept, anxiety, and learning from reading; and (10) parents' perceptions of their roles and needs as related to their children's reading development. (RL)

ED 210 660 CS 006 411

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-15p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Annotated Bibliographies, Communication Skills, Department Heads, *Doctoral Dissertations, *Educational Research, Elementary Secondary Education, Higher Education, Language Arts, Principals, Reading Consultants, *Reading Instruction, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education
Identifiers-Right to Read

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) learning experiences resulting from two ways of teaching reading; (2) Right to Read competencies of urban principals as perceived by three groups in reading instruction; (3) the relationship between student performance in reading and instructional characteristics of school districts; (4) development of a model administration system for a primary school reading program; (5) the relationship of teachers' attitudes and perceptions of ESEA Title I programs to the academic achievement of their students; (6) the change process involved in the implementation of the Pennsylvania Comprehensive Reading Communication Arts Plan; (7) the role of the principal in the school reading program; (8) undergraduate teacher preparation programs for secondary school teachers of English in selected institutions; (9) the reading of professional periodical literature as reported by selected elementary school teachers; and (10) the role of the English department chairperson in selected public community colleges. (HTH)

ED 210 661 CS 006 412

Wendell, Margaret M.

Bootstrap Literature: Preliterate Societies Do It Themselves.

International Reading Association, Newark, Del.

Report No.-ISBN-0-87207-946-5

Pub Date-82

Note-203p.

Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 946, $6.00 member, $9.00 non-member).

Pub Type- Books (010) - Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Cultural Context, Cultural Influences, Developing Nations, Global Approach, Language Variation, *Literacy, Literature, Local Color Writing, Minority Groups, *Reading Materials, Reading Skills, *Student Developed Materials, *Training Methods, Workshops, *Writing Instruction

Identifiers-*Preliterate Societies

The primary focus of this book is upon the training of local writers to enable a preliterate, minority language group to produce reading materials that reflect the cultural interests and desires of the group. The training program described in the book involves three components: intensive linguistic study culminating in a tentative orthographic system appropriate to the linguistic and sociocultural factors involved, training local citizens to create a beginning literature by writing their own thoughts and experiences in the local cultural and linguistic framework, and teaching the skill of reading in the local language to the larger community, with transfer to both speaking and reading knowledge of the national or dominant language as the group itself deems necessary. Chapters in the book discuss the following: (1) world literacy programs and preliterate societies; (2) initial steps to provide meaningful literature; (3) elements of a writer training program; (4) informal and formal training; (5) results to date as seen from the perspectives of the trainee, the indigenous society, the national educator, and the field linguist; (6) pinpointed problems; (7) preworkshop planning and preparation; (8) classes, activities and discussion topics with the trainee in focus; (9) discussion topics with the field linguist in focus; and (10) a summary of the viewpoints taken throughout the book. Appendixes include sample writings, sample schedules and other helps, and instructions for constructing a silk-screen mimeograph. (HOD)

ED 210 662 CS 006 413

Conklin, Eleanor

Applied Learning Techniques: A Program for Student Academic Development.

Pub Date-Nov 81
Note-7p.; Paper presented at the Fall Meeting of the New York College Learning Skills Association (Grossinger, NY, November 1-4, 1981).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Higher Education, Learning Laboratories, *Memory, *Perception, *Problem Solving, *Study Habits, *Study Skills, Transfer of Training

Perception, problem solving, and memory provide the focus of an applied learning techniques/study skills course offered at Marist College (Poughkeepsie, New York). The unit on perception provides a discussion of the dynamics of verbal and nonverbal communication and suggests specific strategies to improve these functions. The student learns when, how, and why to ask questions that facilitate the learning process. The problem solving unit goes beyond perception in demonstrating to the student how information is processed in different patterns according to the perceived problem. While perception clarifies a perceptual set, the problem solving tries to encourage altering that set to form a more efficient one. The last unit, memory, brings all the functions together: perception of the environment, patterning of the environment to fit the particular problem, and the retention and retrieval of this information at a later date. To ensure that the techniques taught and practiced in the course are transferred to other classes, student assistants are used. In addition to supervising ten students each, their duties include notetaking, time management, and grading homework. They also attend each class and help organize and run group activities. An evaluation of the course at the end of two semesters revealed no decline in the grade point average of those students who took the course, indicating that transferable learning abilities may have been improved. (HOD)

ED 210 663 CS 006 415

Hare, Victoria Chou Devine, Denise A.

Topical Knowledge and Topical Interest Predictors of Listening Comprehension.

Pub Date-Dec 81

Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beginning Reading, *Experience, Grade 1, Individual Characteristics, *Knowledge Level, *Listening Comprehension, *Predictor Variables, Primary Education, Prior Learning, *Reading Research, Student Characteristics, *Student Interests

A study was designed to determine whether scores for general knowledge, specific knowledge, and general interest on a topic could be used as predictors of children's listening comprehension. Baseball and dolls were chosen as the topics because their stereotypic nature would allow the data to be generalized across the subject population. Data were collected on 27 first grade children during three sessions. Topical interests and general topical knowledge were measured during the first session, pretests on the specific stories during the second session, and

comprehension posttests (after the stories were read aloud to the students) during the third session. Both general topical knowledge and specific topical knowledge of dolls significantly predicted doll story comprehension scores. In contrast, only general topical knowledge of baseball was significantly related to students' comprehension scores for the baseball story. High interest in a topic did not necessarily entail high general knowledge about the topic. Children's correct responses to story-specific questions about dolls and baseball significantly predicted doll story but not baseball story posttest scores. (RL)

ED 210 664 CS 006 417

Cagney, Margaret A. Sakiey, Elizabeth H.

Enrichment Activities for the Gifted Reader.

Pub Date-81
Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Content Area Reading, *Critical Reading, Elementary Secondary Education, *Enrichment Activities, *Gifted, Reading Comprehension, Reading Programs, *Reading Skills, Student Projects, Vocabulary Development

The Enrichment Triad Model proposed by Joseph Renzulli offers guidelines for planning instruction for gifted students that can foster wide reading for specific purposes. The model is based on three different types of enrichment. The first type includes general exploratory activities designed to expose learners to areas in which they may be interested and that they may explore later in greater depth. The second type of activities develops thinking and feeling processes, such as critical, divergent, creative, and productive thinking, as well as focusing on problem solving skills, awareness development, and sensitivity training; and the third type involves individual projects in-depth studies that result in a product, such as publishable reports. While all three of these enrichment types involve literal comprehension, the second and third types of activities demand inferential and critical comprehension as well. Since students must understand the various meanings of words in order to read and practice inquiry skills, vocabulary development is an integral part of the enrichment program. Furthermore, ample practice in notetaking, outlining, and organizing the information gathered allows the student to use study skills in a meaningful and challenging way. (Specific reading activities congruent with each enrichment type are presented.) (RL)

ED 210 665 CS 006 418

McCarson, Carole

Reading Achievement. Report No. 14-8.

Atlanta Public Schools, Ga.
Pub Date-Jun 80
Note-17p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *National Norms, *Public Schools, *Reading Achievement, *Reading Tests, *Scores
Identifiers-California Achievement Tests, *Georgia (Atlanta), Iowa Tests of Basic Skills

The results of the 1980 Atlanta, Georgia, public schools reading scores for the Iowa Test of Basic Skills (ITBS) are presented in this report for grades one through seven. Raw scores and grade equivalents are presented first, followed by a comparison of the 1980 grade equivalents with those from the previous four years, indicating a steady improvement in reading skills at all grade levels. The Atlanta scores are then compared with national scores, indicating that grades three through seven fall below the national norm, although gains for Atlanta remain positive. The report then indicates the percentage of Atlanta students reading above the national norm, showing a steady increase from 1975 through 1980. A discussion of the change from the ITBS to the California Achievement Test (CAT) for 1981 and how the change will affect scores concludes the report. (HOD)

ED 210 666 CS 006 424

Shirley, Fehl

Giving New Life to Critical Thinking/Reading Skills.

Pub Date-Nov 81

Note-13p.; Paper presented at the Annual Meeting of the California Reading Association (15th, Anaheim, CA, November 5-7, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques, Cognitive Development, *Critical Reading, *Critical Thinking, Elementary Secondary Education, Integrated Activities, Learning Activities, Reading Comprehension, *Reading Instruction, Word Recognition

Maintaining that critical reading is critical thinking, this paper presents a teaching method that adapts the critical thinking/reading process to the model of reading proposed by W. S. Gray. The paper describes the four steps of the Gray model (word perception, comprehension of persuasive language, student judgment of the soundness of the arguments, and the integration of the processes of critical reading into the student's experience) and suggests instructional techniques for each step. (FL)

ED 210 667 CS 006 431

Froese, V.

Classics'' in Reading: A Survey.

Pub Date-Dec 81

Note-42p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classification, *College Faculty, Educational Theories, Foreign Countries, Reading Instruction, *Reading Research, Reading Teachers, Surveys, *Teacher Attitudes

Identifiers-Canada, United States

A survey of Canadian and United States reading education faculty was conducted to find out if there was a consensus as to the classic'' works in the field of reading research. The questionnaire included a brief definition of classic study'' and invited respondents to list works under five general headings: (1) sociology/sociolinguistics of reading, (2) physiology/physiolinguistics of reading, (3) psychology/psycholinguistics of reading, (4) teaching of reading, and (5) evaluation of reading. A total of 371 educators responded, providing 1,385 citations that represented 183 different works and 65 authors. The majority of works cited fell under the categories of psychology/psycholinguistics and the teaching of reading, while the smallest number was in the area of sociology/sociolinguistics. Works by ten authors, representing a historical span of 60 years, accounted for 53% of the total citations. (A listing of the cited works is attached.) (RL)

ED 210 668 CS 006 432

Bagford, Jack

Talented and Gifted: Forgotten Children.

Pub Date-Oct 81
Note-10p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Elementary Education, *Gifted, Program Content, *Reading Instruction, Reading Material Selection, *Reading Programs, Teacher Role

Because gifted readers have instructional needs that vary greatly from the norm, curriculum planners and teachers should make plans for the gifted that are different from those for other pupils. An instructional program for gifted readers should (1) have a strong content and value emphasis, (2) group students so as to allow the gifted to relate in meaningful ways not only with other gifted pupils but also with pupils with widely different attributes, (3) provide opportunities for individual self-development, and (4) make efforts to develop higher cognitive abilities in and through reading rather than stressing systematic skill development. A total instructional program for gifted readers emphasizes various aspects in different subject areas, but vocabulary development, advanced reading skills, and literature are suggested for special attention for gifted readers, since growth in these areas can produce intellectual rewards for the gifted. A teacher who surrounds children with an active language environment and takes advantage of teachable moments'' can bring about great gains in their language growth. Curriculum committees can facilitate the process of selecting and organizing quality reading materials for gifted children by developing resource units for different age, grade, and interest levels. (HTH)

ED 210 669 CS 006 434

Stallings, Jane And Others

A Study of Basic Reading Skills Taught in Secondary Schools. Report of Phase I Findings.

SRI International, Menlo Park, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Grant-NIE-G-77-0001
Note-186p.; For related documents see CS 006 435-436.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Classroom Techniques, Evaluation Methods, *Reading Instruction, *Reading Research, *Reading Skills, Secondary Education, *Secondary School Teachers, *Teacher Effectiveness

The first of three related reports, this volume describes the findings of the first phase of a study designed to identify teaching processes that are efficient in helping secondary school students learn to read. Following an introduction that provides background information about the study, the second chapter of the report discusses the design of the study, while the third chapter describes the selection of the schools and teachers in the study sample. Chapter four discusses the classroom observation instruments and the characteristics of the teachers studied, while chapter five focuses on the selection and training of the classroom observers. Chapter six contains an analysis of the results of the observations, followed by the conclusions and implications of the study. Appendixes include the observation instrument and training manual, test instruments, observer reliability agreement data, raw score conversion tables, and observation variables. (HTH)

ED 210 670 CS 006 435

Stallings, Jane And Others

How to Change the Process of Teaching Basic Reading Skills in Secondary Schools. Phase II and Phase III. Final Report.

SRI International, Menlo Park, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-NIE-G-77-0001
Note-279p.; For related documents see CS 006 434 and CS 006 436.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Classroom Techniques, Evaluation Methods, *Inservice Teacher Education, *Reading Instruction, *Reading Research, Reading Skills, Secondary Education, *Secondary School Teachers, *Teacher Effectiveness, *Teacher Improvement

The second of three related reports, this volume includes the final reports for the second and third phases of a study designed to identify teaching processes that are efficient in helping secondary school students learn to read. The report of the second phase describes an experiment in which a group of teachers was trained to use specific organization and management techniques in classes where they were attempting to help students gain reading skills. The third phase report compares the results of a treatment group of teachers trained by second phase teachers with those trained by Stanford Research Institute staff and with a control group that received only the training materials. Following an introduction to the background of the study, the first nine chapters of the report describe the second phase design, sample, instruments, and data collection, as well as the individual workshops and their effects on teacher behavior and student achievement. The next three chapters discuss the background of the third phase of the study, and its design and findings. Appendixes include the instruments from the study, characteristics of the students tested for reading skills, observation variables, data from the first phase of the study, and observation variables of all three phases. (HTH)

ED 210 671 CS 006 436

Stallings, Jane And Others

How to Change the Process of Teaching Basic Reading Skills in Secondary Schools. Phase II and Phase III. Final Report, Revised Materials.

SRI International, Menlo Park, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80
Grant-NIE-G-77-0001
Note-30p.; For related documents see CS 006 434-435.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Techniques, Evaluation Methods, *Inservice Teacher Education, *Reading Instruction, *Reading Research, Reading Skills, Secondary Education, *Secondary School Teachers, *Teacher Effectiveness, *Teacher Improvement

The third of three related reports, this document contains revised materials for the second and third phases of a study designed to identify teaching processes that are efficient in helping secondary school students learn to read. The materials in the document include an updated report of the effects of the teacher training workshops offered in the second phase of the study on teacher behavior, updated tables of data, revised text from the analysis and results of the third phase of the study, and a revised appendix of the first and second phase observation variables. (HTH)

ED 210 672 CS 006 437

Taylor, Nancy E. And Others

The Development of Written Language Awareness-Environmental Aspects.

Pub Date-Dec 81

Note-20p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Environment, Classroom Techniques, Elementary Education, Literacy, Program Descriptions, *Program Effectiveness, *Reading Instruction, *Reading Programs, *Reading Research, Writing Skills

Identifiers-*Print Awareness, Reading Writing Relationship

A project to design and implement a print rich classroom environment where all children could learn to read naturally was carried out as a result of federal funding under a Pre-elementary Right-to-Read grant. The project was designed to translate into practice theory-based propositions about environmental conditions that facilitate literacy acquisition. To discover and document the specific aspects of those classrooms with a successfully implemented program, classrooms were observed and written descriptions, slides, and videotapes were used to document incidences of print use. The following categories emerged: (1) type of language used, (2) location of print in the room, (3) availability of print to the child, (4) written language function, and (5) time frame of the print-related activity. The data were then used to examine differences between classrooms with and without successful programs, which led to the identification of multiple and varied stimuli for reading and writing, integrative print, continuing involvement, and child centered teachers as characteristics of an effective classroom environment. (HTH)

ED 210 673 CS 206 143

Matthews, Dorothy, Ed.

Producing Award-Winning Student Poets: Tips from Successful Teachers.

Illinois Association of Teachers of English, Urbana.

Pub Date-81

Note-70p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit-Illinois English Bulletin; v68 n3 Spr 1981

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Awards, Course Descriptions, *Creative Writing, English Instruction, Integrated Activities, *Motivation Techniques, *Poetry, Secondary Education, Social Environment, *Student Motivation, *Teacher Attitudes, *Writing Instruction, Writing Skills

In this special journal issue, ten teachers who have consistently produced award-winning student writers share their thoughts on the teaching of poetry. The first article provides reminiscences of student poets taught by one teacher and provides a guide for use in the close reading and analysis of poetry. The second article suggests techniques for teaching poetry and provides tips for sharing and evaluating student poems. The third article discusses the show, don't tell'' method of teaching poetry, while the fourth article offers six assignments designed to familiarize students with the notion of image.'' The fifth article describes an integrated American history-American literature course and explains how it helped students to produce creative works, while the sixth explains how poetry writing can be incorporated into other units of study. The seventh article offers suggestions for helping students become aware of details in their writing, and the eighth discusses poetry as a process. The ninth article details a creative writing workshop that emphasizes individualized writing, and the last explains how the English department at Evanston (Illinois) Township High School has maintained a high level of excellence in its creative writing program. The journal contains many examples of student poetry. (FL)

ED 210 674 CS 206 417

Johnson, Lynda D.
Magazine Use of Middle-Class English-Speaking Indians in New Delhi, , India.
Pub Date-Aug 81

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981). Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Developing Nations, *Media Research, Middle Class, *Periodicals, Publishing Industry, Questionnaires, *Reading Habits, *Reading Interests, Reading Material Selection, Use Studies
Identifiers-*India (New Delhi), *Readership Analysis

Before launching any publications, a newly formed publishing company in New Delhi, India, surveyed its potential readership to develop a demographic overview of the community, to determine patterns and preferences of magazine use, and to develop a profile of perceived and real readership needs. A questionnaire eliciting such information was given to 200 residents of a New Delhi suburb, all English-speaking middle-class Hindus, who were married, well-read, and with bachelor's or master's degrees. The results indicated that nearly all of the respondents read one or more magazines, most acquired by subscription, with the most popular magazines being Illustrated Weekly,'' various film magazines, Reader's Digest,'' India Today'' (similar to Time''), and Femina,'' a magazine for homemakers. Age and gender made a significant difference in the number and types of magazines read. Women read more than men, although feminist magazines ranked low in popularity. The greatest number of magazines read was by the 25- to 32-year-old group, which preferred magazines that questioned Indian society's status quo. Although Reader's Digest'' was popular among all age groups, it was more so among those over 40. The 40- to 46-year-old age group was also strongest in readership of Blitz,'' a leftist magazine. After age 47 there was considerable drop in magazine readership. The results indicated that the publishing company should study the popular magazines, examine the areas of greatest need, and pattern their publications to best meet those needs. (HTH)

ED 210 675 CS 206 448

Freed, Richard C. Freed, Julie Jensen

Teaching the Research Paper: An Integrative Approach.

Pub Date-Mar 81
Note-7p.; Paper presented at the Spring Meeting of the Kentucky Council of Teachers of English (Louisville, KY, March 27-28, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Descriptions, Higher Education, Integrated Activities, *Teaching Methods, *Writing (Composition), *Writing Instruction
Identifiers-*Research Papers (Students)

A composition course was redesigned so that the research paper assignment might be better integrated with the rest of the course and provide a source for inquiry throughout the course. Students read a report speculating on the ecological and industrial problems the world is likely to face in the year 2000. Values clarification exercises were used to help illustrate the problems' relationships, stimulate class discussion, and identify the students' prejudices about the problems. The students began immediately to explore the issues in the report through library reading and class discussion, and each decided tentatively upon the area he or she wished to research. After writing a series of essays to define the problems, analyze causes and effects, and argue proposed solutions, each student joined two or three others with similar research interests and collaborated to complete the assignment. The group members held different political views and functioned as small, somewhat heterogeneous communities that debated, haggled, and by necessity compromised for the sake of common goals. The groups then shared their findings with the rest of the class in a half-hour symposium. Each individual section and the collaborative effort were evaluated. The research paper assignment should be designed not only to help students improve their writing skills, but also to help them develop broad analytical abilities applicable to a variety of disciplines. (HTH)

ED 210 676 CS 206 541

Colleau, Sophie
Diversity of Campaign Exposure and Cognitive Stability in Britain.
Pub Date-Aug 81
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Communication Research, Foreign Countries, *News Media, *Political Attitudes, *Public Opinion
Identifiers-Great Britain, *Media Role, *Media Use

A study was conducted to determine the role played by media use diversity in shaping public opinion during the 1979 campaign to elect a representative from Great Britain to the European Parliament. The study focused on the British audience's evaluation of the clarity of the campaign issues as presented in the media and on individual cognitions about Europe formed prior to the campaign (cognitive stability). Data used in the study were gathered through interviews conducted with 372 potential voters in two separate cities. Subjects responded to questions concerning their perceived clarity of the campaign issues, their personal opinions concerning Europe, and the extent of their exposure to various media. Results indicated that people equally exposed to election information from different media during the campaign had a more confused perception of the campaign issues and showed higher levels of cognitive instability than did individuals who were exposed to only one source of information. The findings suggest that if exposure to the campaign had been measured only in terms of reliance on a single news source, it would show that media use reinforced previously held opinions. However, measuring communication exposure in terms of diversity revealed that the media were able to change opinions. (FL)

ED 210 677 CS 206 612

Murray, Patricia Y.

Rhetoric and the Business Administrator: Writing in the Professions.

Pub Date-Mar 81
Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Communication, *College English, *Course Content, *Course Organization, *Education Work Relationship, Higher Education, Relevance (Education), Rhetoric, Teaching Methods, Technical Writing

Because of the emphasis on special forms of writing, such as letters and reports, business communications classes do little to introduce students to practical, career-oriented writing situations. Management administration offers an excellent vehicle for the development of an advanced course in rhetoric combined with a survey of the administrative functions of management. Problems that help form the framework for introducing rhetorical principles include public relations, marketing, purchasing, and finance. Basic to the course would be certain key concepts about the role of individuals in organizations, the principles of upward-downward and lateral communication, interpersonal relationships and how to cultivate and promote them, and the nature of writing in organizations. Essential principles to present to an all-purpose course for potential business administrators include the following: (1) business writing and speaking are essentially referential persuasive first, informative second; (2) writing for the business administrator is transactional in nature a contract between writer and reader; (3) forms inhibit the creative, exploratory nature of the composing process; (4) students must move from the product-oriented paradigm of composing to a process-oriented paradigm; and (5) students need to adjust to the role of business administrator by role playing or by capitalizing upon their actual roles in present employment. (HOD)

ED 210 678 CS 206 636

Hayes, Christopher G.

Exploring Apprehension: Composing Processes of Apprehensive and Non-Apprehensive Intermediate Freshmen Writers.

Pub Date-Mar 81
Note-21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981). Appendix of writing samples may be marginally legible.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Case Studies, College Freshmen, Communication Problems, Higher Education, *Writing (Composition), *Writing Processes, *Writing Research
Identifiers-*Writing Apprehension

The composing processes of apprehensive and nonapprehensive college freshmen writers were explored in a case study of two female students. The two students, one a high apprehensive and the other a low apprehensive writer, completed a questionnaire that elicited information about their attitudes toward writing, writing concerns, time spent writing, and other composing habits. The students then wrote two essays (one personal and one expository), on separate days, while being videotaped. After each writing session, the student watched the videotape of her performance and commented on all she could remember about her thoughts, sources for ideas and examples, pauses, word changes, rereadings, revisions, and other pertinent acts. The essays were then analyzed for all the information they conveyed about the composing process of the writers. The results showed many differences between the two students. The apprehensive writer disliked writing and took a great deal of time to complete an assignment, while the nonapprehensive writer enjoyed writing and wrote rapidly. The apprehensive writer paused often during writing and usually wrote only one draft. In contrast, the nonapprehensive writer usually finished a first draft with few pauses, made a few minor changes, and immediately started on a second draft. Only occassionally did she reread the first draft after she began the second or subsequent drafts. (Writing samples are appended.) (FL)

ED 210 679 CS 206 655

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-24p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Annotated Bibliographies, Cognitive Processes, *Doctoral Dissertations, Elementary Secondary Education, *English, Error Analysis (Language), Grammar, Higher Education, *Language Acquisition, Language Handicaps, *Language Research, Language Skills, *Language Usage, Structural Analysis (Linguistics), *Vocabulary Development, Word Recognition, Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 49 titles deal with a variety of topics, including the following: (1) the relation of cognitive ability and receptive language ability in primary school children; (2) verbal cognition; (3) contextual methods of teaching vocabulary in grade 11; (4) the efficacy of letter cloze as a perceptual organizing technique; (5) verbal plurality and aspect; (6) structure building operations and word order; (7) individual differences in acquisition and use of English derivational morphology; (8) children's humorous language; (9) the evolution of brain lateralization and its implications for language; (10) phrase structure, subcategorization, and transformations in the English verb phrase; (11) categorization in phonology; (12) children's questions and the discovery of interrogative syntax; (13) case relations in generative grammar; (14) the influence of linguistic context on word recognition accuracy and miscues; (15) sentence bridging and reading proficiency; (16) the effects of set expectations on lexical access; (17) teaching linguistics to the adolescent student; and (18) grammars for the recognition of natural language. (FL)

ED 210 680 CS 206 657

Language & Literature. Curriculum Handbook.
Livonia Public Schools, Mich.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-91p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Course Content, *Curriculum Development, *English Curriculum, *Global Approach, *Interdisciplinary Approach, Literature Appreciation, Secondary Education, Second Language Instruction, Social Sciences, Spanish, Teaching Guides

The global education curriculum presented in this booklet is offered as a model, of integrated, interdisciplinary English studies, that involves participants in cultural, scientific, ecological, and economic issues while promoting student awareness of the nature and development of world literature, languages, the arts, and their interrelationships. Three multidisciplinary sequences are offered for English instruction at the secondary level. The first sequence deals with the past, from the creation of the cosmos to the middle ages in human history; the second sequence concerns the discovery and colonization of the United States in relation to the rest of a developing world; and the third sequence deals with the skills, the attitudes, the facts, and the concepts needed to face a future filled with alternatives. The descriptions and outlines of each of these sequences include possible course schedules that integrate English with other disciplines (such as the social sciences), general and specific course objectives, descriptions of units of study within the sequence, and lists of sample activities and reading assignments. A concluding section offers a rationale for applying the global approach to foreign language instruction and suggested sequences for teaching Spanish within the global approach. (RL)

ED 210 681 CS 206 658

Seesholtz, Melvin C.

Subject, Object, Privileged Position; Reader Response; Intentionality; Cognitive Theory . . . HELP!

Pub Date-Oct 81
Note-14p.; Paper presented at the Annual Meeting of the Pennsylvania Council of Teachers of English (25th, Harrisburg, PA, October 16-17, 1981). Last page may be marginally legible.
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising, Elementary Secondary Education, Higher Education, *Language Processing, Language Skills, *Language Styles, Language Variation, Teaching Methods, *Writing Instruction, *Writing Skills
Identifiers-*Linguistic Awareness

Much of the work being done in composition concerns language an increased awareness and desire to know what it is, how it works, and how people use it to create themselves and their world. The need to review and to teach the basics is obvious, but to present grammar, punctuation, and diction the building blocks of language that must be understood if a sense of awareness and appreciation is to develop in traditional ways is likely to be counter-productive. Students must first have a feel for their language and how its parts work and can be made to work before they can realistically be expected to compose essays in standard written English. The use of advertising is one approach to language awareness. Examples of language manipulation in advertising can show students how language can be used in the written form to communicate a greater range of intended meanings than is possible when one considers writing as simply a matter of saying it in writing,'' literally. Approaching grammar and punctuation by examining what each unit says,'' seems to prove more effective than examining where each unit is used, when trying to get students to see both the language's logic and the possibilities for expanded communication because of that logic. Using this approach allows students to begin to see how the nonverbal elements of communication can be approximated in the written form. (HOD)

ED 210 682 CS 206 659

Vibbert, Martha M. Meringoff, Laurene K.

Children's Production and Application of Story Imagery: A Cross-Medium Investigation. Technical Report Number 23.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.

Pub Date-Oct 81

Grant-NIE-G-78-0031

Note-66p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Instruction, *Aural Learning, Childrens Literature, Comprehension, Grade 4, *Imagery, Intermediate Grades, *Media Research, *Media Selection, *Visualization, *Visual Learning, Visual Perception

Identifiers-*Media Effects

A study examined how children visualize, draw, and make inferences about story content presented either aurally on tape or as an animated film. Audio versions of the story were manipulated to include short descriptions, in either literal or nonliteral langauge, directly analogous to the film's visual depiction at four points in the story. These points were chosen to examine medium effects in children's visualizations of the appearance, movement, and affect of character as well as specific points of view. Forty-five fourth grade children were assigned to either a literal audio, nonliteral audio, or film condition and individually presented the story. Afterwards, they drew and talked about their visualizations and answered inference questions about related story content. The subjects' drawings were compared with those made by children in a baseline sample to assess the degree to which they included conventional ideas and prototypes in their depictions. Results provided evidence for the capacity of visual media to encourage children to visualize and draw story content in nonstereotypic ways and to provide them with numerous visual reference points'' for understanding content. In contrast, aural media afforded children the opportunity to apply their own ideas and experiences to the interpretation and visualization of stories. (Appendixes contain materials used in the study.) (FL)

A Self-Appraisal Checklist for English/Language Arts in Ohio's Elementary Schools.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
Pub Date-80
Note-16p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Evaluation, Elementary Education, *English Curriculum, English Instruction, Language Arts, *Program Evaluation, Program Improvement, Rating Scales, *Self Evaluation (Groups)
Identifiers-*Ohio

This self-appraisal checklist is designed to help Ohio teachers and administrators improve elementary school English/language arts programs. The checklist is organized into seven major categories representing essential aspects of an elementary school English/language arts program: (1) philosophy, (2) organization and administration, (3) class management and instruction, (4) staff, (5) curriculum, (6) facilities and equipment, and (7) evaluation. Each of the seven aspects contains a rating scale, and the booklet concludes with a score comparison graph on which to chart a program's weak and strong areas. (HTH)

ED 210 684 CS 206 661

Matthews, Dorothy, Ed.

Focus on Chicago: Four Teachers Tap Its Riches.

Illinois Association of Teachers of English, Urbana.
Pub Date-82
Note-45p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.
Journal Cit-Illinois English Bulletin; v69 n2 Win 1982
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities, Course Descriptions, *English Instruction, *Interdisciplinary Approach, *Literature, Music, Oral Interpretation, *Poetry, *Regional Characteristics, Secondary Education, Social Studies, Writing Instruction
Identifiers-*Illinois (Chicago)

This journal issue presents teaching ideas based on the city of Chicago and the literary works of its citizens. The first article describes a combined social studies/English course based on the study of Chicago's influence on literature and history. Included is a course outline with required readings, class activities and assignments, an assessment of the strengths and weaknesses of the course, a list of twentieth-century Chicago fiction writers, and assignments based on the presidential election of 1860. The second article describes how Carl

Sandburg's poems can be used to study the question, What does Chicago mean?'' and to teach students how to read dramatically. The final article examines the song lyrics of Chicagoan Steve Goodman, and discusses the relevance of Goodman's songs to Chicago places and people and how they illustrate the effectiveness of precise detail and apt metaphor. In addition, it offers suggestions showing how popular songs can be used to demonstrate the writing modes composition teachers want students to understand. (HOD)

ED 210 685 CS 206 662

McLeod, Alan M., Ed.

Student Writing Is Alive!

Virginia Association of Teachers of English.

Pub Date-81

Note-58p.; The Virginia Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit-Virginia English Bulletin; v31 n1 Spr 1981

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Censorship, Elementary Education, Grammar, Language Arts, *Learning Activities, Literature Appreciation, Prewriting, *Writing (Composition), Writing Evaluation, *Writing Instruction, Writing Processes

Identifiers-National Writing Project, Virginia

This special journal issue focuses on writing in the elementary school. Topics discussed in the various articles include (1) a technique for teaching persuasive composition, (2) writing in the second and third grades, (3) correlating writing assignments with the study of literature, (4) a problem solving approach to composition, (5) the Virginia Writing Project, (6) how to deal with censorship, (7) grading student writing, (8) the child as bookmaker, and (9) the teaching of grammar. In addition, the journal provides a brief selection of teaching ideas designed to improve student writing. (HTH)

ED 210 686 CS 206 663

Christenbury, Leila, Ed.

Developing Lifelong Readers.

Virginia Association of Teachers of English.

Pub Date-81

Note-59p.; The Virginia Association of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit-Virginia English Bulletin; v31 n2 Win 1981

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adolescent Literature, Censorship, *Classroom Techniques, English Instruction, Literary Criticism, *Literature Appreciation, Motivation Techniques, *Reading Habits, *Reading Interests, Secondary Education, *Student Motivation

The theme of this journal issue is the development of lifelong reading habits and interests. The articles address questions of what to read, how to read, and why one should read. Bibliographies are provided, novels and poems are recommended, and teaching strategies and curricula are outlined. In addition, two student essays are offered on the question of censorship. (RL)

ED 210 687 CS 206 664

McCleary, William J.

An ''Aims of Discourse'' Program for Freshman English.

Pub Date-Nov 81
Note-13p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Curriculum Development, Educational Theories, *English Curriculum, Faculty Development, Program Content, Program Descriptions, Two Year Colleges, *Writing (Composition), *Writing Instruction
Identifiers-*Freshman Composition, *Kinneavy (James), Theory Practice Relationship

Genesee Community College in Batavia, New York, adopted James Kinneavy's aims of discourse theory as the basis of its composition program. The program is a two-semester course for students who intend to transfer to four-year colleges. In a comparable nontransfer sequence, the first semester doubles as a remedial course for ill-prepared transfer students. Prior to the change, the composition program was based on general semantics and lacked a coherent series of composition assignments. A new department chairperson recommended the Kinneavy-based curriculum. The department thus drew up some common objectives, outlined a curriculum to meet those objectives, and decided to concentrate on the aims of discourse (persuasion, self-expression, science and so on) to the virtual exclusion of the modes or forms of discourse (e.g., narration, description). Teaching materials and a syllabus were developed, as were a textbook and teacher's manual, while Kinneavy himself conducted intensive workshops at the college. The program's advantages include its flexibility in method and content, and its adaptability to various intellectual levels. Evaluation of the curriculum has shown that students are meeting the objectives of the program, although some refinement of the program is needed. (Appendixes contain a list of textbooks and course outlines.) (HTH)

ED 210 688 CS 206 665

Tesch, Robert C., Sr.

Determining the Success of Self-Paced Programmed Material for Learning English Grammar and Usage on a Business Communication Course.

Pub Date-Oct 81

Note-9p.; Paper presented at the Annual Meeting of the American Business Communication Association (Phoenix, AZ, October 14-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business English, English Instruction, Grade Point Average, Higher Education, *Individualized Instruction, *Pacing, Predictive Measurement, *Predictor Variables, *Programed Instruction, Scores, Standardized Tests, Success, *Traditional Grammar, Writing Skills

A study was conducted to identify the factors that could predict students' achievement in English grammar and usage when instruction was self-paced and programed. The factors investigated were (1) student grade point average (GPA), (2) verbal student achievement test score (SAT), (3) quantitative SAT score and (4) total SAT score. Subjects were 131 students enrolled in five different sections of a required business communication course that were taught by three instructors who differed in amount of teaching experience and in educational preparation. Students in all sections were given a series of programed materials in grammar and usage and were told to work through them at their own pace. They were also told that a final examination based on the materials would be given. A one-way analysis of variance was performed in order to ensure that differences in student scores were not due to some factor related to the teacher. The analysis then proceeded using multiple regression techniques. Results revealed that the relationship between GPA and the grammar and usage test score was a moderate one. The verbal SAT, quantitative SAT, and total SAT scores had little effect in predicting student success in the grammar and usage test, while teacher differences also did not affect student scores. (FL)

ED 210 689 CS 206 666

Brown, Kent R.
An Approach to Teaching Television Writing.
Pub Date-Nov 81
Note-14p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advertising, Commercial Television, Course Content, Course Descriptions, Higher Education, Instructional Materials, News Reporting, Nonfiction, Scripts, *Television, *Writing Instruction
Identifiers-*Television Writing

This paper contains handouts and materials for use in a college level nonfiction television writing course. Following a description of the course and its assignments and texts, the major portion of the paper contains samples of various script formats, including a news commentary, a commercial advertisement, a documentary, and public and community relations announcements. (HTH)

ED 210 690 CS 206 667

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-13p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Court Litigation, *Doctoral Dissertations, Foreign Countries, Freedom of Speech, Government Role, *Journalism, *Journalism Education, Legal Problems, *Media Research, News Media, Newspapers, *News Reporting, Politics, Secondary Education, Student Rights

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) print media and state trial courts, (2) the impact of computerization on the structure of newspaper organization, (3) a comparative study of the community press in urban and suburban areas, (4) journalism in congressional campaigns, (5) treatment of the first amendment in high school journalism textbooks as it relates to student press rights; (6) the effect of national development on news values, (7) the Soviet journalist, (8) the American press ombudsman, (9) newsgathering in state legislature, (10) the citation by American reporters of foreign news media and agencies, (11) the Supreme Court under Chief Justice Warren Burger and freedom of the press, (12) the role of newspapers in national politics from 1789 to 1816, (13) the British radical press and British foreign policy from 1850 to 1860, (14) the coverage in Nigerian news by four daily newspapers in the United States, and (15) the evolution of the invasion of privacy tort and its newsworthiness limitations. (HTH)

ED 210 691 CS 206 668

Stewig, John Warren

Teaching Language Arts in Early Childhood.

Report No.-ISBN-0-03-046761-6
Pub Date-82
Note-210p.
Available from-CBS College Publishing, 383 Madison Ave., New York, NY 10017 ($11.95 cloth).
Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Child Language, *Childrens Literature, Elementary Education, *Language Acquisition, *Language Arts, Language Experience Approach, *Listening Skills, Oral Language, Reading Readiness, Teaching Methods, *Writing Instruction

Intended for the language arts teacher, this book focuses on how to develop children's language skills. The opening chapter of the book presents a brief overview of child language acquisition, children's language abilities at a particular age, and how these abilities develop. The second chapter, on the importance of children's literature, is based on the premise that children's own language should be influenced by well-written adult language. Uses of literature are described and the functions of a planned program of literature experiences are enumerated. The sequence of activities presented in the third chapter makes it possible for the teacher to ensure that the students will be better listeners when they leave the classroom than when they arrived. Chapter four, on oral language, suggests ways teachers can organize the environment and plan lessons to develop oral fluency. The fifth chapter, on reading readiness, suggests that in every classroom children are preparing to read, and focuses on ways a teacher develops interest in coping with print. The language experience approach to reading, seen as fitting most naturally into this total program, is described at some length. The last chapter, focusing on writing, includes activities suitable through third grade and samples showing children's range of abilities when writing. The book concludes with suggestions for further study and reading. (HOD)

Edwards, Thomas O.
Techniques for Teaching Standard English Composition to English as a Second Dialect Students.
Pub Date-Mar 80
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English Instruction, Higher Education, *Nonstandard Dialects, Nontraditional Students, Oral English, Prewriting, Role Playing, *Standard Spoken Usage, Teacher Role, *Teaching Methods, *Writing Instruction

English as a second dialect (ESD) students are those who have developed linguistic patterns from their parents and other members of their cultural milieu. Since the ESD students seldom find themselves in a setting that demands the use of standard English, they come to higher education with a well developed linguistic pattern that is alien to academia. To teach composition in standard English, the teacher must convey to the students that their present language structure is a legitimate and viable one, but that academia and the business world require standard English. With the ESD student, the initial emphasis in teaching composition should be on verbalization in standard English, and not on the organization of ideas themselves. Some prewriting techniques that can be used include establishing an adequate oral background in standard English through role-playing and translating or rewriting the sentences so generated into standard English. In order to help the students to understand clearly what is meant by writing in standard English, they should be asked to write on the same topic in their regular dialect during one session, and at a subsequent date write another essay on the same topic in standard English. To teach standard English composition to ESD students, then, one must recognize the existence of dialect, distinguish the dialect from standard English, make students aware of the underlying conscious state of standard English, present opportunity for oral practice in standard English, indicate that writing is different from oral discourse, and emphasize writing and proofreading in standard English. (HOD)

ED 210 693 CS 206 670

Freeman, Joanna M.

The Technical Writing Consortium: Two-Year Four-Year Cooperation.

Pub Date-81
Note-12p.; Paper presented at the Annual Meeting of the International Technical Community Conference (28th, Pittsburgh, PA, May 20-23, 1981).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Education), Community Colleges, *Consortia, Higher Education, *Intercollegiate Cooperation, Program Development, Shared Services, *Technical Writing

Membership in a technical writing consortium is advantageous both to the local university and to the neighboring community colleges because the consortium guarantees accreditation of the community college courses while increasing enrollment in the advanced technical writing courses and internship programs of the university. An area-wide consortium can be advantageous to the community colleges because it sets the standards that will guarantee the transfer of community college credits to the university. Sharing the expense of guest speakers and field trips with other schools is another benefit. For initial implementation, one school, usually the university, must take the initiative in forming the consortium. Catalog descriptions of existing courses must be studied, the level of instruction and the course objectives discussed and agreed upon, and the same textbooks selected. The consortium can also plan a common syllabus and a general day by day schedule stipulating the number and types of papers to be written. An informal consortium usually has a rotating directorship funded by the director's own school for a designated period. A formally structured consortium has a permanent director funded through federal, state, or private grants. Whether loosely organized or very formally structured, the consortium can develop a program vital to the prestige of the local university and the area community colleges and provide the expertise that will guarantee its continued success. (Included is a description of the Southeast Kansas Technical Writing Consortium.) (HOD)

ED 210 694 CS 206 671

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-13p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Bilingual Education, Black Students, Communication Skills, *Dialects, *Doctoral Dissertations, Elementary Secondary Education, English, English (Second Language), Higher Education, *Language Research, Oral Language, *Reading Comprehension, Reading Skills, *Second Language Learning, Spanish Speaking, Standard Spoken Usage, Urban Youth, Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) the communicative competence of teenage boys in a northern United States urban warren; (2) the effects of second language learning upon reading achievement in selected English speaking second and fifth grade students; (3) differences in WISC verbal-performance categories and reading achievement among black, urban school children; (4) the development of a language arts program designed to improve reading and writing skills in Spanish or bilingual secondary level students using their interest as motivation; (5) the effects of race and dialect on decoding; (6) racial similarities and differences in adolescents' proverb comprehension; (7) the effects of dialects in selected passages on black third grade students' reading strategies as revealed by miscue analysis; (8) children's acquisition of variable features; (9) factors associated with low achievement among Mexican-American college students; (10) the speaking and reading durations of young black adults; (11) the effects of content schema on reading comprehension for Hispanic, black, and white cultural groups; and (12) black English and the Stanford-Binet test of intelligence. (FL)

ED 210 695 CS 206 672

Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-21p.; Pages may be marginally legible.
Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescent Literature, Annotated Bibliographies, Bibliotherapy, Black Literature, Content Area Reading, *Doctoral Dissertations, *Educational Research, Elementary Secondary Education, Higher Education, *Literary Criticism, *Literature Appreciation, Poetry, Reading Attitudes, Sex Stereotypes
Identifiers-*Reader Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) characterization of native Americans in children's and young adult's fiction written by native American and nonnative American authors; (2) fantasy fiction; (3) the feasibility of using folk literature to teach select critical reading skills to sixth grade students; (4) how ninth grade boys read short stories and science selections; (5) criticism of ten of the most frequently anthologized American short stories in state adopted textbooks used in Alabama secondary schools; (6) a literary criticism course designed for college seniors; (7) adolescent novels dealing with divorce, separation, and desertion; (8) sports and literature; (9) creativity training's effect on poetry writing; (10) developing moral awareness in high school literature classes; (11) black women writers of the Harlem Renaissance; (12) the process of responding to literature; (13) the effectiveness of bibliotherapy in conjunction with adolescent novels in altering student attitudes; (14) sex-stereotyping of females in primary school reading textbooks; and (15) the classification of selected parables on the basis of their literary characteristics. (HTH)

Mellon, John

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-NAEP-R-10-W-65
Pub Date-Dec 81
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-64p.; Table A-1 may not be legible due to small print.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Assessment, Elementary Secondary Education, Evaluation Methods, National Surveys, *Sentence Combining, *Writing Evaluation, *Writing Instruction, *Writing Research
Identifiers-*National Assessment of Educational Progress, Third Writing Assessment (1979)

This report presents the results of a battery of sentence combining tasks included in the assessment of writing conducted by the National Assessment of Educational Progress in 1978-79. The first section of the report provides background information about the NAEP survey and discusses the procedures used to develop and score the sentence combining tasks. The second section presents the 14 sentence combining tasks that were administered to 9-, 13-, and 17-year-old students across the United States, along with the most acceptable combination, and the percentage of students who produced acceptable responses. The third section offers a break down of the results according to geographical region, sex, race, education level of parents, and type of community. It also relates student performance on the sentence combining tasks to their primary trait or holistic essay scores and to syntactic descriptions of the sentences comprising their essays. The fourth section provides a summary of the results. Appendixes contain frequency rankings of correct papers and descriptions of the writing exercises and scoring procedures. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation). (FL)

ED 210 697 CS 206 674

Kearns, Michael S.

Basic Grammar and Freshman Composition.

Pub Date-Jul 81

Note-16p.; Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English (10th, Laramie, WY, July 6-10, 1981). Best copy available.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Grammar, Higher Education, Individualized Instruction, Integrated Activities, Sentence Combining, *Sentence Structure, Syntax, *Teaching Methods, Transformational Generative Grammar, *Writing Instruction

Identifiers-*Freshman Composition

If college freshmen know something about syntax, have practiced combining and breaking down sentences, and have learned to think in terms of deep structures and surface structures, they may be better able to understand and relieve the discomfort caused by a garbled key sentence structure. Grammar instruction in freshman composition provides a vocabulary and a method for sorting out the semantic elements of a confused thought. One approach to integrating grammar into a regular freshman composition course is to break instruction into four modules: syntax, free sentence combining, directed sentence revision, and theory. The purposes of the syntax module are to activate students' awareness that sentences do have formal properties, to give them a vocabulary for discussing the properties, and to get them to apply their awareness when they feel uncomfortable about specific sentences they have written. The general goal of the sentence-combining module is practice in combining sentence kernels in various ways. At the same time, students are directed to revise specific sentences in their own papers. Theory is presented in the final quarter of the term. At this time the concept of deep structure is introduced, not as a psychological fact, but as a metaphor for how sentences might take shape in students' minds. This approach allows for individualized grammar study and sentence work in the context of current writing assignments and for writing assignments to be ordered to lend themselves to such study. (A course outline and sample exercise are appended.) (HOD)

ED 210 698 CS 206 675

Stevens, John H.

Six Novels as Parables: A Literature Unit for Grades 9-10.

Pub Date-May 81

Note-11p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (14th, Vancouver, Canada, May 11-16, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescent Literature, Class Activities, Classroom Techniques, *Critical Reading, English Curriculum, Grade 9, Grade 10, *Literature Appreciation, *Novels, Secondary Education, Small Group Instruction, Teaching Guides, *Teaching Methods, Thematic Approach, *Units of Study

The unit of study offered in this paper is designed to guide the analysis of a representative sample of modern fiction from four English-speaking countries: the United States, Canada, Great Britain, and Australia. Annotations of six novels are offered to show both how their main characters are young people coping with an intensely painful problem and how the novels are useful for study by ninth and tenth grade students. An outline presents ways in which the teacher might lead the whole class in studying a core novel in this case, The Pearl'' by John Steinbeck to prepare the class to read a book critically. Also offered are headings under which students can organize interpretive comments on The Pearl,'' a list of topics for further exploration of the novel, suggestions for organizing and evaluating the study of several novels after studying The Pearl'' intensively, and a study guide for students discussing the novel in small groups. (RL)

ED 210 699 CS 206 676

Harris, Muriel, Ed.

Tutoring Writing: A Sourcebook for Writing Labs.

Report No.-ISBN-0-673-15526-9

Pub Date-82

Note-294p.

Available from-Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, IL 60025 ($10.95 paper).

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Audiovisual Aids, Higher Education, High Schools, *Individualized Instruction, *Learning Laboratories, Program Evaluation, Skill Centers, *Tutoring, *Writing (Composition), *Writing Instruction

Identifiers-Writing Difficulties, *Writing Laboratories

Intended for directors and teachers in high school and college writing labs, this booklet addresses their basic concerns about lab programs and the most effective ways to help students improve their writing skills. The 29 essays are arranged under six headings: the one-to-one tutoring process, diagnosing writing problems, tutor training, choosing multimedia and self-instruction, structuring the writing lab, and maintaining and expanding the writing lab. Topics discussed in the essays include (1) problems in tutoring; (2) searching for causes, not symptoms, of writing deficiencies; (3) the importance of role playing and peer criticism in peer tutor training; (4) audiovisual instruction in a writing laboratory; (5) crucial considerations in preparing for a writing workshop; and (6) evaluating a writing lab. An appendix contains examples of writing lab forms, such as referral sheets, appointment schedules, questionnaires, and tutor's reports. (HTH)

ED 210 700 CS 206 677

Springer, Imogene, Ed.
Recommended English Language Arts Curriculum Guides, K-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0026
Note-29p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00 member, $1.40 non-member).
Pub Type- Guides - General (050) - Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, *Curriculum Guides, Elementary Secondary Education, *English Curriculum, *English Instruction, *Evaluation Criteria, *Language Arts

As an annotated list of recommended English language arts curriculum guides, this booklet is designed to facilitate sound curriculum planning and provide models for schools that are reviewing their programs and need a variety of sample frameworks, units, and lesson plans. The first section presents the guides, arranged by the year in which they were recommended (1979, 1980, and 1981). Each annotation provides the following information: the grade levels involved; a description of the content, aims, and objectives; and information on obtaining the guide. The second section of the booklet offers criteria for planning and evaluating English language arts curriculum guides. Designed to apply to many different content emphases within the field of English language arts, the criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HTH)

ED 210 701 CS 206 678

Lawlor, Joseph

Instructional Specifications for Sentence Combining.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-SWRL-TN-2-81/08

Pub Date-31 Jan 81

Contract-400-80-0108

Note-34p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Techniques, Elementary Secondary Education, *Language Acquisition, Linguistics, *Sentence Combining, *Sentence Structure, Teaching Methods, *Writing Instruction, Writing Processes, Writing Skills

With particular focus on the need to provide a practical, systematic introduction to the concept of sentence combining and to the signals used to control the various combining operations, this paper provides detailed specifications for including sentence combining as part of a comprehensive plan for teaching the composing process. The specifications are discussed in relation to studies of written language development and in comparison with existing sentence combining curricula, both experimental programs and commercially published texts. Problems in sequencing sentence combining instruction are described, and several suggestions are offered for designing a sentence combining program. An appendix lists the content and sequence for instruction and contains sample items. (RL)

ED 210 702 CS 206 679

Testing and Evaluation in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-17p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Communication Skills, *Doctoral Dissertations, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Higher Education, Measures (Individuals), Miscue Analysis, *Predictor Variables, Program Evaluation, *Readability Formulas, Reading Readiness Tests, *Reading Tests

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) a method of individually appraising the precursory skills of beginning readers; (2) the effects of instructing third grade students in interpretive reading comprehension using the basal reader; (3) selected variables related to early prediction of performance on a school district's proficiency test; (4) educational cognitive style and the assessment of reading comprehension; (5) the relative readability of ten college English handbooks with a validation of the Fry Readability Graph for levels 13 through 17; (6) the relationship between a norm referenced secondary level reading test and a criterion referenced functional literacy test; (7) the design, implementation, and evaluation of a staff development program in a comprehensive reading/communication arts curriculum; (8) using readability estimates to measure redundancy of a cloze instrument; (9) student self-tracking with microcomputer; and (10) relationships among measures of intelligence and reading achievement in young gifted children. (FL)

ED 210 703 CS 206 680

English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-20p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Context Clues, *Doctoral Dissertations, *Educational Research, Elementary Secondary Education, *English Instruction, Higher Education, Language Arts, *Language Skills, Listening Skills, Reading Skills, Speech Skills, *Spelling Instruction, Teaching Methods, *Writing Skills
Identifiers-Prose Learning

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 36 titles deal with a variety of topics, including the following: (1) distancing in young children's stories; (2) the effects of verbal and visual elaborations on the learning of abstract concepts; (3) the effects of underlined cues, advance organizers, and post organizers on meaningful prose learning; (4) planning and implementing a junior high school gifted program for language arts/social studies; (5) simultaneous computer-delivered audiovisual word cuing; (6) imagination and environmental cues in young children's verbal creativity; (7) elective English in secondary schools; (8) phonemic analysis, concrete operations, and reading an alphabetic script; (9) the effect of pictures on the acquisition of isolated sight words; (10) the relation of media to English instruction; (11) spelling reform for the English language; (12) the effects of spelling games on the spelling achievement of elementary school students; (13) lexicogrammatical and behavioral forms that code time and space; (14) the relationship of sociocultural distance to the reading and writing skills of community college basic skills students; and (15) the effects of various writing tools on the handwriting legibility of first grade students. (FL)

ED 210 704

CS 206 681

Teaching of Writing: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-13p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, College Freshmen, Creative Writing, *Doctoral Dissertations, Elementary Secondary Education, *Expository Writing, Higher Education, Remedial Instruction, *Writing (Composition), Writing Evaluation, *Writing Instruction, *Writing Research
Identifiers-*Freshman Composition, National Writing Project

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) a text designed for basic writing students; (2) the role of the planning board in college freshman writing; (3) teaching the composing process to college level basic writers; (4) a modified Delphi application of writing skills in community college vocational/technical programs; (5) the effect of decision making instruction on the simple expository writing of sixth grade students; (6) theory and practice of writing across the curriculum; (7) a curriculum to stimulate psychological development and writing maturity in college freshmen; (8) a model for evaluating student writing; (9) the quality of fourth grade children's creative writing resulting from three motivation approaches; (10) participating teachers' perceptions of and attitudes toward a National Writing Project workshop; (11) the cognitive dimension of writer's block; (12) syntactic and rhetorical organization and the teaching of freshman composition; (13) an examination of a stage/process tutorial model for teaching English composition; and (14) the effectiveness of a freshman composition values curriculum for developing competency in the presentation of alternative ideas in writing. (HTH)

ED 210 705 CS 206 682

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-17p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Cognitive Style, Cohesion (Written Composition), *Doctoral Dissertations, Elementary Secondary Education, *Expository Writing, Higher Education, Preschool Education, Prewriting, Reading Comprehension, *Writing (Composition), *Writing Processes, *Writing Research, *Writing Skills
Identifiers-Freshman Composition, *Reading Writing Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a vareity of topics, including the following: (1) the interrelationship of reading and writing in the composing process; (2) the relationship between composition teachers' ability to write and the writing achievement of their students; (3) the composing of skilled and less-skilled freshman college students; (4) the composing processes and graphic linguistic awareness of three very young children; (5) a psycholinguistic study of writing; (6) the relationship of textual and nontextual characteristics to schemata for expository and narrative prose; (7) the effects of variations in essay questions on the writing performance of college freshman; (8) the quality and syntactic maturity of college freshmen's in-class and out-of-class writing samples; (9) cognitive style and writing; (10) the effects of various notemaking strategies on the recall of textual material; (12) a theory of composition for undergraduate basic writers; (13) cohesion patterns in expository paragraphs; (14) written communication at the managerial and professional/technical levels; (15) the effects of subliminal implantation in written material on the decision making process; and (16) the composing processes and heuristic strategies of six adult remedial writers. (HTH)

McNutt, Anne S.
An Annotated Bibliography for Teachers of Technical Writing.
Pub Date-77
Note-30p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, Higher Education, Resource Materials, *Technical Writing, *Writing Instruction

Designed to assist beginning technical writing teachers with little or no training in the discipline, this annotated bibliography is limited to material available in the Nashville, Tennessee, area and primarily to material published since 1970. The first section contains articles from periodicals and selections from books on (1) the characteristics of technical writing, (2) specific activities and assignments in technical writing, (3) descriptions of technical writing, (4) general suggestions for technical writing teachers, and (5) oral presentations of technical information. The second section contains titles of business and technical writing and oral presentation textbooks. The third section lists handbooks and guidebooks and is followed by a section listing technical writing bibliographies. (HTH)

ED 210 707 CS 206 697

Lim, Shirley

Make It New'': Introducing Poetry Through Writing Poetry.

Pub Date-Oct 80

Note-17p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (15th, New York, NY, October 16-18, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques, *Creative Writing, Higher Education, *Imagery, *Literature Appreciation, *Poetry, Secondary Education, Teaching Methods, Writing Exercises, *Writing Instruction

One approach to introducing students to poetry is to have them write and analyze their own poems. Although this approach has some disadvantages, it does serve to tap students' experiences and expressive potential with creative projects and to give them an immediate and direct relationship with the traditional published works. By writing poems themselves, students become aware of the elements of poetry at a visceral and intellectual level. Students should read their poems in juxtaposition to published and traditional pieces in order to reinforce instruction and critical thinking and to deepen their literary sensibilities. Three exercises that can be used to emphasize imagery and concrete diction involve writing haiku, riddle poems, and animal poems. Combined with yoga exercises in relaxation and concentration, these writing assignments lead the students gradually from the interior eye of memory to an empathetic viewing of external objects and animals. Three follow-up assignments that deal more with human relationship, allowing students to examine more serious and dramatic content, involve writing the verse epitaph, personal poems and dramatic monologues (in combination with Robert Browning's My Last Duchess'' and T. S. Eliot's The Love Song of J. Alfred Prufrock''), and the parody. (RL)

ED 210 708 CS 206 698

Faigley, Lester And Others

Writing After College: A Stratified Survey of the Writing of College-Trained People. Technical Report Number 1.

Texas Univ., Austin.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date-31 Aug 81

Grant-G008005896

Note-68p.; Prepared through the Writing Program Assessment Project.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *College Graduates, *Education Work Relationship, Job Skills, Needs Assessment, *Outcomes of Education, Writing (Composition), *Writing Processes, *Writing Research, *Writing Skills

Identifiers-Writing Program Assessment Project

This report contains the results of a study of the writing of college-trained personnel that examined: (1) the importance of their writing abilities in the world of work and in situations other than work, (2) the types of writing done on and off the job and the composing processes used, (3) the media college-trained people use for writing, and (4) the future writing needs of college-trained people. Following an introduction, the first section of the paper reviews existing surveys of the writing practices of college graduates. The second section reports the methodology and results of a survey of job related and unrelated writing of college-trained people, while the third section contains conclusions drawn about the writing of college graduates based on this survey and previous research and discusses the uses of writing in the near future. (HTH)

ED 210 709 CS 206 699

Witte, Stephen P. And Others

A National Survey of College and University Writing Program Directors. Technical Report Number 2.

Texas Univ., Austin.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.

Pub Date-31 Aug 81

Grant-G008005896

Note-135p.; Prepared through the Writing Program Assessment Project.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College English, Curriculum Evaluation, *Curriculum Research, *English Curriculum, Evaluation Criteria, Higher Education, National Surveys, *Writing (Composition), Writing Research

Identifiers-*Freshman Composition, Writing Program Assessment Project, *Writing Programs

This report presents the results of a national survey of college and university writing program directors that was undertaken to provide reliable and current information about writing programs at the college level. The first chapter contains a discussion of the survey questionnaire and sample population. The next nine chapters report the responses of the 127 subjects surveyed in the following areas: (1) required and elective writing courses; (2) types, distributions, and sizes of writing courses; (3) staffing of writing courses; (4) proficiency examinations and exemption practices; (5) freshman textbooks used; (6) activities in freshman writing courses; (7) evaluating freshman writing students; (8) faculty evaluation and development; and (9) successful and unsuccessful aspects of college writing programs. A concluding chapter contains criticism and praise of the questionnaire used in the survey and a discussion of the aspects of writing programs not covered by the survey. A list of participating universities and colleges is appended. (HTH)

ED 210 710 CS 503 588

Lowry, Dennis T.

Alcohol Consumption Patterns and Consequences on Prime Time Network TV.

Pub Date-Nov 80

Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, New York, NY, November 13-16, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcoholic Beverages, *Behavior Patterns, *Commercial Television, Content Analysis, *Drinking, *Programing (Broadcast), Social Behavior, *Television Research

A study was conducted to establish a baseline of facts concerning the extent, nature, and social functions of the drinking of alcoholic beverages as depicted on prime time network television programing. A content analysis was undertaken of a random sample of programs drawn from the three major networks over a period of 14 evenings. The primary unit of analysis was the drinking incident'' the actual or implied consumption of an alcoholic drink by a actor with a speaking role. Other items recorded included the number of times actors refused drinks offered to them, the function of each drinking episode, and the negative short-term and long-term consequences of drinking that were presented. The results revealed 293 male and 113 female drinking incidents, with 64% of all programs containing at least one such episode. The overall rate of drinking incidents was 3.92 per hour. The negative consequences of drinking were seldom presented, and the ratio of drinking incidents to negative short-term consequences was 25.4 to 1, and to negative long-term consequences 101.5 to 1. No program dealt with alcohol abuse and treatment. (FL)

ED 210 711 CS 503 610

Dugger, Anita And Others

The Prompt Book for...Teaching the Art of Speech and Drama To Children: A Resource Guide for Teachers of Children in the Art of Speech and Drama.

Tulsa Public Schools, Okla.

Pub Date-80

Note-299p.

Available from-Tulsa Public Schools, P. O. Box 45208, Tulsa, OK 74145 ($7.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Class Activities, *Classroom Techniques, Communication Skills, *Drama, Dramatics, Educational Resources, Elementary Education, Listening, *Speech Communication, *Speech Curriculum, *Speech Skills, Teaching Guides

Providing for individual differences in ability, interest, and cultural values among students, this guide contains resources, goals, objectives, sample lesson plans, and activities for teaching speech and drama to elementary school students. The first section of the guide offers advice on the organization of a speech arts curriculum, approaches to teaching the gifted and talented, resources for instilling patriotism, effective teaching cues, and ways to improve school climates. The next section of the guide focuses on speech communication and includes subsections on sensory awareness, talks and formal speeches, discussion (panel, lecture-forum, brainstorming, and others), leadership training, oral interpretation, social skills, puppetry, and electronic communication. The final section contains discussions and activities in drama ranging from dramatic play, warm-up exercises, improvisation, pantomime, and clowning to the aspects of play production, such as casting, rehearsals, costumes, makeup, lighting, and blocking. A special teaching unit entitled Free To Be You and Me,'' a glossary of speech and drama terms, a creative calendar designed to help teachers make every day a special day, evaluation charts for assessing student performance, a filmography, and a bibliography are appended. (RL)

ED 210 712 CS 503 626

A Comparison of Three Research Methodologies for Pilot Testing New Television Programs.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.
Report No.-ISBN-0-89776-069-7
Pub Date-Sep 81
Note-139p.; Some figures may be marginally legible.
Pub Type- Reports - Research (143) - Books (010)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Attitude Measures, Communication Research, Comparative Analysis, *Evaluation Methods, *Programing (Broadcast), *Research Methodology, *Television Research, Television Viewing
Identifiers-*Audience Response

Three methods of conducting television pilot testing research the evaluation of television programs for their potential in attracting target and general audiences are compared and contrasted in the three sections of this report. The introductory section provides an overview of the research, outlines the goals and objectives of the pilot programs, and briefly describes the three pilot testing methods: the Percy System, which relies on a panel of 200 television households equipped with special viewer response devices; the Program Evaluation Analysis Computer (PEAC) System, which uses a more portable version of the Percy viewer-response device; and traditional focus group discussions, which bring together a specially selected group of people to view, discuss, and evaluate a pilot television program. The main section of the report contains the three program-viewer analyses developed by the three methodologies. The final section presents convergent and divergent findings across the three research methods, focusing particularly along six evaluation criteria: (1) providing articulate and relatively unbiased viewer feedback, (2) facilitating the development of norm-building pilot testing criteria, (3) flexibility in the assessment of special programing objectives, (4) producing meaningful diagnostic feedback to producers, (5) yielding suggestions for broad programing directions, and (6) providing timely and cost-effective sampling and data analysis. (RL)

ED 210 713 CS 503 627

Dick, Robert C.

Part Timers and University Faculty Development.

Pub Date-Nov 81

Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Faculty Development, Faculty Workload, Higher Education, *Part Time Faculty, *Professional Continuing Education, Professional Development, Speech Communication, Speech Curriculum, *Staff Utilization

The increasing number of part-time faculty, especially in university speech communication departments, appears to provide vital continuity in professional development. There are three kinds of part-time faculty: those with new doctoral degrees who want to teach full time but who cannot find appointments, those who are still active or semiactive candidates for the degree and are teaching while studying job possibilities in the community, and those who prefer to teach only part time while assuming no other paid position, usually parents with young children. Teaching part time enables members of all three groups to stay active in their subject areas and in touch with changes in content and teaching methods. The use of part-time faculty both allows the college more flexibility in scheduling sections for courses with high enrollment or for courses that have become tiresome for the regular faculty to teach repeatedly and ensures quality instruction, because unsatisfactory part-time teachers are not tenured. To incorporate part-time faculty, colleges should assess the needs of the full-time faculty, conduct inservice workshops concerning content and handling of courses, include part-time teachers in committee activities, and provide tuition reimbursement for graduate courses that will allow them to teach additional subjects. Without appropriate and well-implemented staff development programs, colleges will fail to make the most of the diversity offered by part-time faculty. (HOD)

ED 210 714 CS 503 632

Dick, Robert C.

Chairperson's Perspective on Faculty Evaluation.

Pub Date-Oct 81

Note-16p.; Paper presented at the Meeting of the Indiana State Speech Association (Indianapolis, IN, October 29-30, 1981).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Rank (Professional), *Administrator Role, *Department Heads, *Evaluation Criteria, *Faculty Evaluation, *Faculty Promotion, Higher Education, *Speech Communication, Tenure

The role of the speech communication department chairperson in faculty evaluation has become increasingly crucial. Since many schools are at or near their prescribed tenure limits, the chairperson must become more and more definitive in evaluating faculty candidates for tenure and promotion. One solution would be to provide annual faculty reviews. This would require each faculty member to keep a folder of current documents in the departmental office so the chairperson can better remain informed of faculty interests, endeavors, and accomplishments throughout the academic year. Faculty evaluations have two purposes: formative intended to improve performance; and summative designed to sum up performance for some kind of judgment for personnel decisions. A department's evaluative criteria must be compatible with those of both the institution and the school in which it is situated so that the contributions of faculty members are appropriately recognized at all higher committee and administrative levels. Evaluative areas include teaching (using student evaluations and colleague judgments); research and creative works (giving recognition to media productions, theatre productions, original slide collections, and so on); and service (going beyond the administrative type to include public and community service). Evaluation, as threatening to the ego as it is, is necessary and it is the chairperson's responsibility to make it work effectively. (HOD)

ED 210 715 CS 503 634

Young, Wanda

An Ecological Approach to Theories of Aging.

Pub Date-Jul 81

Note-17p.; Paper presented at the Meeting of the Speech Communication Association Summer Conference on Communication and Gerontology (Edwardsville, IL, July 22-24, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), *Aging (Individuals), Animals, Behavioral Science Research, Case Studies, Communication (Thought Transfer), *Communication Research, *Developmental Stages, Ecology, *Gerontology, Interpersonal Relationship, Older Adults, Personality Traits

A case study of the communications of a 79-year-old woman was conducted to test an ecological model of communication. The ecological model is concerned with the conditions to which the aged person adapts by using communication, what that communication entails, and the criteria by which the success of the adaptive communication process may be evaluated. Information on earlier incidents in the subject's life was obtained through questioning and discussion during participant observation. It was found that the subject's communication with her cats was the condition that had kept her active and interested in survival. On the micro or leisure level, the subject's participation with a conversational bridge club, which over the years had diminished and then disbanded because of death and disability, provided an example of the disengagement from social activities that the elderly often experience. On the meso level, family interaction was a form of communication providing continuity in the subject's life. She felt needed and loved by the three generations of her family. The examples of interaction for the activity, disengagement, and continuity theories of aging may be applied to some level of the ecological model: pets served as significant others, the bridge club as an organization mechanism, and the interaction with grandchildren as a communication process contributing to survival. (HOD)

ED 210 716 CS 503 635

Schuetz, Janice

Geragogy: Instructional Programs for Elders.

Pub Date-Jul 81

Note-17p.; Paper presented at the Speech Communication Association Summer Conference on Communication and Gerontology (Edwardsville, IL, July 22-24, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Communication Problems, *Communication Skills, *Educational Gerontology, Educational Needs, *Older Adults, *Speech Communication, Teaching Methods

Programs for the elderly are rapidly becoming part of adult education programs. Such programs often use the methods and assumptions associated with androgogy (an approach to adult education advocating that instruction of adults should encourage self-directed learning) and use learning objectives related to life experiences and problems. Although some of these assumptions might be incorporated into educational programs for the elderly, learners in this age group often have unique assets and liabilities that should be tapped. Perhaps geragogy'' would be a better approach to use with such learners. Geragogy emphasizes the guided learning of older adults and considers their special needs. The older adult population for example has a lower level of formal education than the rest of the population, is composed largely of females, has changing social interaction patterns, and suffers from a number of health problems. To meet these needs, the geragogy approach would stress instructor-directed learning, supervised decision making, and person-centered activities. This approach is especially suited for speech communication instruction because the skills of listening, speaking, problem solving, and social interaction are fundamental to the needs of the elderly. (FL)

Nussbaum, Jon F.
An Initial Investigation Into the Interaction Behavior of Elderly Individuals Across Three Living Environments.
Pub Date-Jul 81
Note-34p.; Paper presented at the Speech Communication Association Summer Conference on Communication and Gerontology (Edwardsville, IL, July 22-24, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aging (Individuals), Behavioral Science Research, *Behavior Patterns, Communication (Thought Transfer), *Communication Research, Environmental Influences, *Gerontology, Interaction, Interaction Process Analysis, *Interpersonal Relationship, Nursing Homes, Older Adults, Social Adjustment

A study investigated whether the interactive behaviors of elderly individuals were significantly influenced by their environment. The key to the investigation was the notion that human interaction can function to aid elderly individuals as they adapt to aging. Subjects were individuals over 65 years of age living in one of three separate environments: (1) 60 individuals who owned their own homes and resided in those homes for more than ten months out of each year; (2) 30 living in a retirement village; and (3) 30 residing in a nursing home facility. A questionnaire was designed to gather information about the subjects' communication behavior patterns and their ability to adapt to aging. Among the results, it was found that those living at home interacted more with family and reported greater relational quality with family; those individuals living in a retirement village interacted more with friends and reported closer relationships with friends than with family; and individuals living in a nursing facility were greatly restricted in their frequency of interaction with both family and friends, and reported much less relational quality with both family and friends. Surprisingly, the elderly at home and in the retirement community discussed their health significantly more than did the elderly in the nursing facility. Also, those at home and in the retirement village discussed community events as well as world and national events much more than did the elderly in the nursing home, indicating more interest in the social activity of both the neighborhood and the country. (HOD)

ED 210 718 CS 503 639

Real, Michael R.

Videotex and Education: A Review of British Developments.

Spons Agency-San Diego State Univ., Calif.

Pub Date-Sep 81

Note-22p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Educational Technology, Educational Television, Facsimile Transmission, Foreign Countries, *Technological Advancement, *Telecommunications, *Telephone Communications Systems, *Videotex

Identifiers-*Great Britain

Defining videotex, viewdata, teletext, and their cognates as systems that transmit computerized pages of information for remote display (on a television screen, variously integrating computers, and video, broadcasting, telephone, typewriter, and related technologies), this report explores educational and related applications of videotex technologies in Great Britain. Topics discussed are: (1) the standard videotex terminology, (2) operating British videotex technologies (CEEFAX, ORACLE, and Prestel), (3) previous studies of videotex and education, (4) current videotex education projects in Great Britain (among them videotex as an informational listing of educational opportunities, multiple choice learning on Prestel, CEEFAX in classroom experiments, and the BBC's computer literacy project), and (5) videotex potential for education. (HOD)

ED 210 719 CS 503 663

Henderson, Bill

Questions and Answers as a Means of Teaching Argumentation.

Pub Date-Nov 81
Note-16p.; Paper presented at the Meeting of the Illinois Speech and Theatre Association (St. Louis, MO, November 5-7, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, Debate, Higher Education, *Persuasive Discourse, *Questioning Techniques, *Speech Communication, Speech Curriculum, *Speech Instruction, Teaching Methods

Intended for use by instructors of upper division speech courses, this paper describes a questioning and answering technique for teaching argumentation. The first section of the paper discusses the concept of argumentative exchange, which is defined as an episode between two or more individuals wherein one or more feel that differences of belief exist. This section also discusses the various divisions of argumentative exchanges. The second section deals with questions and answers during argument and focuses on choosing the argumentative episode, sequencing and styling the questions, and limiting the analyst's interpretations. The third section explains how to apply questions and answers to the teaching of argument and offers suggestions for incorporating the technique into various classroom situations. (FL)

ED 210 720 CS 503 672

Childs, Laurence M. And Others

Nonverbal and Verbal Communication of Leadership.

Pub Date-Aug 81
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Communication Research, *Communication Skills, *Group Dynamics, Interaction, Interaction Process Analysis, *Leadership, *Nonverbal Communication, Role Perception

Since much of the recent literature concerning leadership has emphasized the study of verbal interactions among leaders and other group members (ignoring the role of nonverbal communication), a study was undertaken to investigate several aspects of nonverbal communication in leadership. Specifically, it examined whether (1) leadership messages were carried by both the verbal and the nonverbal communication channels, (2) observers of only one channel received all the leadership information available through both channels, and (3) observers of a single channel were able to express as much confidence in their leadership perceptions as were observers of both channels. Observers, 145 college students, were presented with videotapes of actual group interactions in one of three experimental conditions: picture only (nonverbal), sound only (verbal), or a combination of picture and sound. Following the viewing of the videotape, the subjects completed rating scales for each group member's task, maintenance, and overall leadership performance. The subjects also indicated their confidence in rating each group member. Results showed that both verbal and nonverbal information were important in evaluating task and maintenance leadership. When either type of information was missing, subjects' judgments of perceived leadership dropped, as did their confidence in the leadership ratings. (FL)

Mayer, Kenneth

Developing and Teaching the Specialized Oral Business Communication Course.

Pub Date-Oct 81
Note-14p.; Paper presented at the Annual Meeting of the American Business Communication Association (Phoenix, AZ, October 14-17, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Communication, *Classroom Techniques, *Course Content, *Curriculum Development, Higher Education, *Speech Curriculum, *Speech Skills, Teaching Guides

The guidelines provided in this paper are intended to help teachers develop a separate course on oral business communication skills that would follow a course on written business communication. Following a review of research corroborating the need for a specialized business speech course, suggestions are enumerated concerning course objectives, content, oral assignments, written assignments, class size, appropriate instructional materials, evaluation procedures, and additional instructional ideas. A model syllabus incorporating these teaching and learning activities is also proposed. (RL)

ED 210 722 CS 503 674

Valtin, Renate And Others

An Interview Study of Children's Understanding of Communication Rules: A Preliminary Investigation.

Pub Date-Aug 81

Note-30p.; Paper presented at the Annual Meeting of the European Conference on Reading (2nd, Joensuu, Finland, August 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childhood Attitudes, Children, Cognitive Development, *Communication Research, Communication Skills, Developmental Stages, Elementary Education, Interpersonal Relationship, *Knowledge Level, *Perspective Taking, *Social Behavior

Identifiers-*Etiquette, *Interpersonal Communication

A study involving 26 children, aged five to eight years, employed a clinical interview method to examine the children's recognition and knowledge of rule violations in communication. The rules, derived from H. P. Grice's be cooperative'' principle, referred mainly to the maxim be perspicuous, unequivocal, clear, and intelligible'' and to turn-taking behavior in conversation. The subjects were interviewed individually and were shown 13 film scenes, each containing a face-to-face encounter between two girls in which one participant showed inappropriate behavior illustrating a rule violation. After each scene, the subject was asked to identify the rule violation that had taken place. The results showed a clear age-dependency of scores, with younger subjects showing a greater ignorance of communication rules than older subjects. The poor performance of the younger subjects was attributed to a lack of understanding of messages that refer to the representational level (rather than to an ongoing action) and to lack of role taking ability. The findings support a hierarchical model of different levels of perspective taking ability. (FL)

ED 210 723 CS 503 675

Grote, David G., Ed.
The Musical in the High School.
Secondary School Theatre Association, Washington, D.C.
Pub Date-81
Note-29p.
Journal Cit-Secondary School Theatre Journal; v21 n1 Fall 1981
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Dramatics, Extra Curricular Activities, High Schools, *Music Activities, *Production Techniques, Speech Communication

This special journal issue examines the place of the musical production in secondary school theatre activities. Articles in the issue discuss (1) the value of a musical production to students and the school drama program, (2) mature directing of a musical production, (3) the use of off-Broadway'' musicals in the high school, (4) the advantages of the musical over other theatre productions, (5) collaborating with another school in a musical production, (6) quality control in large-scale productions, (7) the communication value of the musical, and (8) the disadvantages of the musical in high school theatre. A section entitled Shoptalk'' contains questions and answers for theatre instructors and instructions for making costume boots. (HTH)

ED 210 724 CS 503 676

Heim, Pat

Management Development: Why It Fails.

Pub Date-Nov 81

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Management Development, *Organizational Communication, *Organizational Objectives, Personnel Needs, *Training Methods

Business today is wasting a great deal of money on an ineffectual process: management training. Numerous problems arise when first line supervisors or middle level managers receive education'' in management skills that is not in line with the organization as a whole.

Failures'' occur when managers are educated'' to do something they know perfectly well how to do but choose not to do. Contributing factors to the failure of managers may include inconsistency in the organizational system, lack of corporate philosophy or goals, and poor communication lines and demotivators.'' The solution to these problems begins with an organizational philosophy. A simply stated and well-communicated philosophy can put all the members of a corporation on the same path and eliminate much of the frustration. It is the responsibility of management development trainers, in conjunction with top management, to serve as interpreters of the philosophy as it becomes goals and objectives for managers. After the management activities are clarified, the next step is for managers, in conjunction with the management development trainer, to determine if the individual managers have the knowledge and ability to implement the requisite goals and objectives. If a manager is not meeting expectations, management development trainers can assist in determining if that person would best benefit by monitoring, training, two-way communication, positive consequences, or the removal of obstacles, and can then assist in the process. (HOD)

ED 210 725 CS 503 677

Gurry, Joanne M.

Oral Communication Skills: Classroom Diagnosis and Follow-Up; Evaluating Listening Skills.

Pub Date-Nov 81
Note-20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Check Lists, Class Activities, Classroom Communication, Classroom Observation Techniques, Cognitive Processes, *Communication Skills, Elementary Secondary Education, *Evaluation Methods, *Listening Comprehension, *Listening Skills, Speech Communication

This paper provides information on the use of referential communication tasks (tasks that structure speaking and listening behaviors so that participants need to interact to achieve accurate comprehension) in evaluating students' comprehension and listening skills. An introduction discusses interactive listening and the referential communication task as listening assessment. The next two sections of the paper explain referential communication tasks and their use in the classroom. The final section of the paper describes listening checklists as they relate to referential communication tasks, the developmental stages of children's active listening strategies, classroom observation, and formal assessments of speaker-listener interactions. Sample checklists and a list of references are attached. (RL)

ED 210 726 CS 503 678

Fryar, Maridell

Rhetorical Criticism in the High School Speech Curriculum.

Pub Date-Nov 81

Note-28p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Course Objectives, High Schools, *Rhetoric, *Rhetorical Criticism, *Speech Communication, Speech Curriculum, *Speech Instruction, *Speech Skills

Identifiers-*Speech Communication Association

The area of rhetorical criticism has rarely been perceived as having a valid or useful role in the high school speech curriculum. However, a

rationale for the inclusion of rhetorical criticism in high school speech instruction may be found in the accepted goals of speech instruction, because the failure to teach students the skills of rhetorical criticism and a failure to give them the opportunity to exercise those skills will result in a lack of fully developed speech competencies. The current emphasis on courses in media and interpersonal communication may have given rise to the notion that the formal study of rhetoric'' was no longer relevant to modern students. However, the four minimal competencies in speaking and listening put forth by the Speech Communication Association are best met through the use of rhetorical criticism activities, in which students are asked to identify certain qualities or characteristics of a communication act, to establish and exercise criteria for a particular judgment, and to reach a reasoned judgment on the effectiveness of the communication. Learning theories indicate that the use of models is essential to sound instruction, and research from the discipline of speech indicates that the analytical skills of rhetorical criticism are essential to the achievement of communication competencies. (An instructional lesson plan and the objectives of the Speech Communication Association are appended.) (HTH)

ED 210 727 CS 503 679

Burke, Julie Clark, Ruth Anne

Construct System Development, Understanding of Strategic Choices, and the Quality of Persuasive Messages in Childhood and Adolescence.

Pub Date- 81

Note-19p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Child Development, Children, Cognitive Development, Communication (Thought Transfer), *Communication Research, *Communication Skills, Developmental Stages, Elementary Secondary Education, Measurement Techniques, *Persuasive Discourse

A study was conducted to see if there was a developmental progression in the type of persuasive appeals selected by children; that is, whether the appeals could be ordered in terms of the degree to which the children accommodated the views of others. The subjects, 211 kindergarten through twelfth grade students, selected one of four messages they were likely to use in persuading their parents to do something, then provided a rationale for the message choice. Analysis of variance indicated that older children did not differ from younger ones in the persuasive appeals selected, but a significant developmental trend was found in rationales: older children were more likely to display greater understanding of the listener in their rationales. (RL)

ED 210 728 CS 503 680

Shulman, Gary M. Cahn, Dudley D.

Speech Class Unit: Effective Briefing Skills Used on the Job.

Pub Date-81
Note-12p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, Job Skills, *Public Speaking, *Speech Communication, *Speech Instruction, *Speech Skills, Teaching Methods, Units of Study

Teaching a unit on effective briefing techniques early in a basic speech class can develop in the student a sense of time consciousness, verbal conciseness, objectivity, appreciation for documentation, and logical organization. Briefing in this sense is a type of informative speech in which selected and compressed information is presented to one's superiors or other important listeners whose time is valuable and limited. An understanding of briefing is gained by considering a competitive intercollegiate debate. Although intercollegiate debate involves other facets such as debate strategy, some of the speech behaviors common to debate are useful in briefings. At the end of a unit on briefing, students will be able to (1) distinguish briefings from other forms of oral presentations, (2) describe two different types of briefings, and (3) prepare and present information and decision types of briefings. The content of the unit should include preparation for the briefing (analyzing the listeners and occasion, researching the subject, organizing the presentation, and rehearsing the presentation); types of briefings (information and decision); formats for briefing; and evaluation of briefings. (The paper includes a list of learning experiences for which briefing techniques are useful and important.) (HOD)

ED 210 729 CS 503 681

Mix, C. Rex

Curriculum Development in the Small College.

Pub Date-Nov 81
Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, *Comparative Analysis, *Curriculum Development, Curriculum Evaluation, Curriculum Problems, Educational Research, Higher Education, *Small Colleges, *Speech Curriculum

The development of speech communication curricula in two diverse small colleges one state supported and the other a private liberal arts school is traced in this paper. Following a description of each college, the paper discusses the problems each faced in developing its speech communication curriculum, including opposition from members of other departments, lack of time and faculty to provide courses in all essential areas, the number of preparations necessary for each instructor, and the lack of exposure to several perspectives for the students. The paper also discusses five factors that contributed to the success of the programs: (1) student demand for the courses, (2) perseverance of the faculty, (3) clearly articulated goals, (4) reciprocity with other departments, and (5) faculty participation in state, regional, and national professional conferences. The paper concludes by offering possible strategies for use by other small colleges in similar situations. Appendixes contain course listings for the two colleges. (FL)

ED 210 730 CS 503 682

Fletcher, James E. Bolen, Donald L., Jr.

A Background to Motion Picture Archives.

Pub Date-Nov 81
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Archives, Film Libraries, Film Production, *Films, *Film Study, *Preservation

The emphasis of archives is on the maintenance and preservation of materials for scholarly research and professional reference. Archives may be established as separate entities or as part of a library or museum. Film archives may include camera originals (positive and negative), sound recordings, outtakes, scripts, contracts, advertising materials, and trade and fan publications. Until recently, however, film production companies have shown relatively little concern for the long-term preservation of accurate film records. Also, the chemical properties of early films left them very unstable and subject to rapid deterioration. As a result, unstable film is currently being reprinted on a safety-base film for archival preservation. The Library of Congress and the Museum of Modern Art in New York City established the first American film archives, and the momentum of the film archive movement has been maintained largely by the cooperation of these two and several other organizations. There are few practical alternatives to visiting a film archive if examination of film and other film records is an essential part of a major research task. Therefore, faculty who teach research methods at institutions with or without film archives need to join in cooperative efforts to support and utilize the available film archives more effectively. (HTH)

Baxter, Leslie A. Philpott, Jeffrey

Communicator Age and Sex Role Orientation Differences in Preferred Relationship Termination Strategies.

Pub Date-Nov 81

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Adults, *Age Differences, *Assertiveness, *Communication Research, Communication Skills, Elementary Secondary Education, Friendship, Grade 5, Grade 10, Higher Education, *Inhibition, Interaction Process Analysis, *Interpersonal Relationship, *Sex Differences, Sex Role

Identifiers-*Interpersonal Communication

A study examined two factors thought to affect an individual's preference for confrontation or avoidance strategies when ending a relationship communicator age and sex role orientation. Subjects were 29 fifth grade students, 64 high school sophomores, 43 college students, and 37 adults enrolled in a night class. All subjects read a scenario from the Friendship Survey entitled Letting Someone Know That the Friendship Is Over'' and responded to a series of questions that elicited (1) a list of all possible strategies that could be used to terminate a relationship, (2) the strategy most preferred by the respondent, and (3) the reason for that preference. All respondents, except the fifth grade students, also completed the Bem Sex Role Inventory. Both fifth grade students and adults displayed a preference for confrontation as opposed to avoidance relationship termination strategies, whereas adolescents preferred avoidance strategies. Androgynous persons preferred confrontation strategies, while masculine sex-typed persons displayed the greatest preference for avoidance strategies. (FL)

ED 210 732   CS 503 684

Rubin, Rebecca B.

The Development and Refinement of a Communication Competency Assessment Instrument.

Pub Date-Nov 81

Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, *Educational Assessment, Listening Skills, Measurement Techniques, *Measures (Individuals), *Minimum Competency Testing, *Speech Communication, Speech Skills, *Test Construction

The first step in developing a communication competency assessment instrument is determining whether there is conceptual support for such an instrument. Funding should also be determined, since speaking skills must be assessed as a person speaks, a procedure that requires more time and money to complete than in the case of machine-scored tests. Next, specific skills must be identified. This means a delineation of skills more complete than the generic speaking,'' listening,'' and interpersonal'' categories. Once this is accomplished, the search for instruments can begin. It must be kept in mind that the purpose of the instrument, if it is to measure skill attainment, must be to elicit skills for subsequent measurement. Following pilot testing, the instrument is ready for refinement, which with the evaluation process must continue until some assurance is obtained that the instrument is valid and reliable. Follow-up procedures are also essential at this stage of development. Test development can become a futile endeavor if careful consideration is not given to all procedural elements throughout the process. Accountability hinges on the assumption, and ultimate proof, of the consistent nature of purpose, concept, and instrument. (HOD)

ED 210 733 CS 503 687

Freeley, Austin J.

How Much Should the Words of a Debate Proposition Predetermine the Debate Subject Matter?

Pub Date-Nov 81
Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Credibility, *Debate, *Decision Making, Definitions, Higher Education, *Semantics, *Speech Communication

The committee that phrases the proposition for the national intercollegiate debates has a reasonably clear interpretation in mind when they phrase it. The next party to attempt to determine what the words of the resolution really mean is the affirmative team, which has a propensity to write a squirrel'' case that in one instance will find the negative team unprepared, and in a second instance can be sold to the judge as an acceptable interpretation of the resolution. Thus, it appears that the judge ultimately determines what the words of a proposition really mean by handing down a judgment when the teams debate topicality. However, the judge operates in the context of the consensus of the forensic community. At one time, this community was made up of strict constructionists who demanded and got what might be called a literal interpretation of the resolution. That consensus has shifted to a more permissive one. At present it would seem that the forensic community views the proposition as something that sets broad boundaries within which the affirmative team is encouraged to be as creative as possible. With this requirement, the debate proposition may have one meaning in a debate round, and quite a different meaning in public. The interests of the forensic community would be better served if they subscribed to a real-world interpretation of the words of the debate proposition. By doing so, the credibility of the debate will be enhanced. (HOD)

ED 210 734 CS 503 688

Meyrowitz, Joshua

The Relationship of Interpersonal Distances to Television Shot Selection.

Pub Date-74

Note-39p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Research, *Distance, Higher Education, *Nonverbal Communication, Personal Space, Proximity, *Television Research, *Television Viewing, *Visual Perception, *Visual Stimuli

Based on research suggesting spatial zones of proximity in human behavior (individuals have definable zones of intimate, personal, social, and public space), it was hypothesized that ``framed shots'' of people on television screens would suggest specific distances to the viewer. The hypotheses were that subjects would estimate a greater interpersonal distance for each succeeding shot ranging from close-up to long shot, and that subjects would perceive a given shot in relation to a similar interpersonal distance. After a brief explanation of the nature of subjective shots, 45 subjects were asked to estimate the distances between viewer and eight subjective shots of people framed in a television screen. The shots varied between extreme close-ups and long shots. Seven order-relationships were possible for each subject, allowing 315 pairs of distance comparisons with which to test the hypotheses. The analysis of data indicated that (1) regardless of the order in which shots were seen, the subjects estimated greater distances ranging from close-up to long shot; (2) mean distances for shots differed significantly; and (3) the variance within each shot was high but increased proportionately to the mean. These findings strongly indicated that the manner in which a person is pictured within a frame creates a phenomenon related to perception of physical distance. (RL)

ED 210 735 CS 503 689

Hess, Lucille J. Hess, Richard C.

Inclusion, Affection, Control: The Pragmatics of Intergenerational Communication.

Pub Date-Jul 81
Note-18p.; Paper presented at the Meeting of the Speech Communication Association Summer Conference on Communication and Gerontology (Edwardsville, IL, July 22-24, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Development, Age Differences, Aging (Individuals), Communication (Thought Transfer), *Communication Problems, Educational Gerontology, Interaction, *Interpersonal Competence, Interpersonal Relationship, *Older Adults, Speech Communication, *Youth
Identifiers-*Conversation, *Interpersonal Communication

Personal intent and discourse considerations play an important role in understanding the nature of a conversation between a youth and an elderly person. Each participant makes assumptions about the listener's knowledge and ability to communicate effectively. The way a speaker reacts to the other participant depends upon the speaker's own assumptions and perceptions about the other, the other participant's role, and what each believes to be the real topic of discussion. For effective communication to occur between a youth and an elderly person, four criteria must be fulfilled: (1) the participants must be viewed as unique or worthy of the exchange, (2) they must experience the expected balance of inclusion and affection, (3) they must engage in a fluctuating balance of investment stake'' during the conversation, and (4) they must adhere to certain conversational rules such as turn-taking, sticking to a topic, returning with a new'' component for the message, and answering in an appropriate manner. Interference or misinterpretation occurs when participants have false assumptions or fail to meet the expected exchange of messages due to sensory, physical, or cognitive differences. The result is information distortion, message failure, and social discomfort. A poorly defined relationship, often found with elderly people, results in distortion of the meaning in shared utterances. (RL).

ED 210 736 CS 503 690

Shulman, Gary M. Cahn, Dudley D.
Adult Life Transitions: An Assessment of Rhetorical Sensitivity Following Loss of Spouse.
Pub Date- 80
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Attitude Change, Attitudes, *Communication Research, *Divorce, Grief, Interpersonal Competence, *Psychological Patterns, *Widowed

Identifiers-*Communicator Style, *Interpersonal Communication

One hundred fifteen members of the organization Parents Without Partners were surveyed for their communication attitudes in a study examining the relationship between rhetorical sensitivity and a dramatic, stress-producing situation the loss of a spouse through death, legal separation, or divorce. The survey measured the ways the subjects matched three communicator types: (1) the rhetorically sensitive person, one who generally accepted the variability of communication and interpersonal relationships and did not try to avoid stylized verbal behavior; (2) the noble self,'' one who would see any variation from personal norms as hypocritical and a denial of integrity; and (3) the rhetorical reflector,'' who would present a different self for each person or situation. The results of the attitude survey revealed that the widowed subjects scored significantly lower on rhetorical sensitivity and significantly higher on noble self than did the divorced/separated subjects. No significant differences were found between the two groups as rhetorical reflector types. Based on these results, it was hypothesized that the grieving process may differ for the two groups, creating variations in the way these people reorder their social systems after the loss of a spouse. (RL)

ED 210 737 CS 503 691

Mills, Norbert H.

Judging the After Dinner Speaking Competitor: Style and Content.

Pub Date-Nov 81
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Criteria, Humor, *Judges, *Public Speaking, Speech Communication, *Speeches
Identifiers-Forensics

When tournament judges view a particular speaking event they are inevitably going to have different perceptions of that event. For example, typical descriptions for after dinner speaking events deal with time limits, originality, wit and creativity, and tasteful humor. Definitions of these terms vary, but efforts have been made to establish some semblance of uniformity in judging after dinner speaking events. The first aspect a judge must keep in mind is the speech content, whether it is appropriate to the audience and whether the humor employed is appropriate language, logic, identity, or action. Also considered are the clarity of the serious point of the speech (if there is one), the use of wit, and the appropriateness of sexual innuendo or obscenity. Style is impossible to separate from content, but is also an aspect subject to judging, and includes accuracy, clarity, propriety, economy of words, and liveliness. While these items are not meant to be the final criteria from which a judge must evaluate a speech, judges can achieve a greater degree of uniformity in judging after dinner speaking with a clearer understanding of what the event should entail from the viewpoint of both the competitor and the judge. (HTH)

ED 210 738 CS 503 692

Broome, Benjamin J.

The Attraction Paradigm Revisited: Response to Dissimilarity as a Function of Expectation of Evaluation, Type of Message, and Attribution of Intent.

Pub Date-Nov 81
Note-36p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Measures, College Students, *Communication Research, Higher Education, *Interpersonal Attraction, *Nonverbal Communication, *Rapport

While attraction research has repeatedly shown a strong similarity/attraction relationship between perceivers and others, it has not shown that perceivers are repulsed by dissimilar others only that they seem to withhold judgment and wait for more information about the other before indicating either attraction or dislike. A study investigated the effects of three types of information on the response of perceivers to dissimilar others: level of expectation of others, their verbal message characteristics, and the intent attributed to others. Subjects were 198 college students who responded to stimulus materials that portrayed dissimilar others. An independent groups design with two levels of expectation of evaluation (expressed like or dislike), two levels of message type (open or closed), and two levels of attribution of intent (desire to share or change attitudes) was employed to test subjects' impressions, defensiveness of response, and attraction toward a dissimilar other. The results showed that response to dissimilarity differed significantly with variation in expectation of evaluation and message type, but that responses did not vary in relation to attribution of intent. The study suggests that rewards normally associated with similarity can also be associated with dissimilarity, thus allowing more positive responses to dissimilar others. (FL)

ED 210 739 CS 503 693

Ulrich, Walter

The Judge as an Agent of Action: Limitations on Fiat Power.

Pub Date-Nov 81
Note-14p.; Paper presented at the Annual Meeting of the Speech

Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, *Debate, *Decision Making, Higher
Education, *Judges, Persuasive Discourse, *Speech Communication

Traditionally, the focus of debate has been on what policy should be adopted. The concept of fiat, or authoritative decree or sanction, has enabled debate participants to discuss the relative merits of competing policies without deciding whether or not the policies being compared could be adopted in the real world. While, for the purposes of debate, the affirmative panel must have the power of fiat to put its plan into existence, the ability of the negative team to do the same with its policy has led to some controversy. One possible solution is to alter the current role of the debate judge. With a change in perspective, the judge would not put any policy into existence by fiat, but would decide whether, based on the arguments in the round, the agent in the resolution would take the action recommended by the affirmative team. For example, the judge would think like a federal policy maker when evaluating arguments on some federal action. Thus the judge as a specific agent creates a real world analogy that provides clear and easily articulated guidelines, limits acceptable negative arguments, and eliminates as irrelevant a number of fiat-related arguments. From all these perspectives, the position that the judge should act as the agent specified in the resolution provides a rational approach to the problems raised by the issue of fiat in academic debate. (HOD)

ED 210 740 CS 503 694

Cahn, Dudley D.

Toward an Understanding of Successful Career Placement by Undergraduate Speech Communication Departments.

Pub Date-Nov 78

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, MN, November 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Guidance, Departments, *Educational Attitudes, Educational Research, Employment Services, Higher Education, Internship Programs, *Job Placement, Job Training, *Speech Communication, Speech Curriculum

Identifiers-*Speech Departments

Noting that placement of graduating speech communication students is an important measure of the success of career programs, and that faculty and department heads who are presently developing, recommending, or supervising career programs may be interested in useful career attitudes and placement activities, a study was conducted to determine what attitudes and activities relative to career placement were most useful at the college department level. Ferris State College (Big Rapids, Michigan) was selected for this study because of its unusually high success rate in placing students. A questionnaire designed to elicit information on career placement attitudes and frequency of career placement activities was completed by the directors of 25 programs related to the study of speech communication at the college. The results indicated that career-sensitive attitudes and placement activities at the department level were crucial variables in the placement success at Ferris State College, in marked contrast to results of other nationwide studies indicating that most speech communication departments felt they should not be career oriented or responsible for providing career guidance at the undergraduate level. The findings suggest that the widespread use of internships by Ferris College program directors may be the most important department level activity contributing to career placement. (HTH)

ED 210 741 CS 503 696

Manchester, Bruce B.

Judging Dramatic Interpretation: Textual Considerations.

Pub Date-Nov 81
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Characterization, *Competition, *Drama, *Evaluation Criteria, Higher Education, *Judges, *Oral Interpretation, *Performance

The recent growth in popularity among college students of dramatic interpretation in forensic competition justifies an examination of textual considerations and resultant criteria important to the evaluation of dramatic literature. The first considerations of the student contemplating the dramatic interpretation event are the selection of material that is suitable for solo communication and adaptable to the time constraints of the event, and the selection of remarks to be made prior to the actual reading to establish the scene and characters. For delivery, the interpreter must examine the literary conflict and the climax of the work, as the pacing of a scene is critical to the audience's and the critic/judge's comprehension of the plot. The interpreter must also completely understand the characters' motivations and emotional responses through critical analysis; the critic/judge will react to both the extent to which the interpreter reveals the inner realization of each character and the interpreter's character interaction and dialogue. To be responsible evaluators of dramatic interpretation, critic/judges should have a clear understanding of how content and delivery are closely tied in this literary form, and should be informed concerning its purpose and structure. (HTH)

ED 210 742 CS 503 698

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-10p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrators, Annotated Bibliographies, *Communication Research, Decision Making, *Doctoral Dissertations, Employer Employee Relationship, *Interpersonal Relationship, Leadership, *Organizational Communication, *Organizational Effectiveness, Theaters, Work Environment

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) transnational communication knowledge transfer and utilization, especially between the United States and Asian countries; (2) police personnel evaluation procedures as an aspect of organizational control; (3) caregivers' speaking modifications to developmentally delayed infants; (4) leadership effectiveness of theatre administrators and organizational effectiveness of nonprofit professional theatre organizations in the San Francisco Bay area; (5) supervisor accessibility and role clarity; (6) the effect of participative decision making on supervisory and subordinate communication behavior; (7) superior-subordinate perceptual incongruence and organizational communication; (8) student and faculty perceptions of business communications needs; (9) rhetorical sensitivity, sex of interactants, and superior-subordinate communication; (10) sex differences as indicators of preferred conflict styles of managers in work settings; and (11) oral and written linguistic indices of deception during employment interviews. (RL)

ED 210 743 CS 503 699

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-11p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Classroom Communication, Cognitive Processes, *Communication (Thought Transfer), *Communication Research, Counselor Training, *Doctoral Dissertations, Elementary Secondary Education, Group Dynamics, Health Education, Higher Education, *Interaction Process Analysis, Leadership Styles, Nonverbal Communication, *Persuasive Discourse, Program Development, Religion

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) communication interaction pattern training, (2) the relationship between cognitive switching and the nonverbal form complexity of a televised newscast, (3) the behavioral repertoire of senior law students, (4) effects of systematic interpersonal communications training on potential leisure counselors, (5) sources of communication in health education classes, (6) administration and assessment of a systematic nonverbal skill training program for beginning counselors, (7) the administrative tasks and functions of the director of biomedical communications as perceived by his administrative superior, (8) communication satisfaction in four rural school systems, (9) communication in process consultation, (10) patterns of communication in social studies discussions in a sixth and seventh grade classroom, (11) the leadership styles and effectiveness dimensions of principals and their relationship with reading gain scores of students, (12) communication in the public service industry, (13) friendship as a communicative achievement, (14) political message targeting and system implementation, and (15) the sociological aspects of religious communication. (FL)

ED 210 744 CS 503 700

Rhetoric, Public Address, and Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-10p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Churches, Communication (Thought Transfer), *Communication Research, *Doctoral Dissertations, Evaluation Methods, Interpersonal Competence, Models, *Persuasive Discourse, Politics, *Public Speaking, Religion, *Rhetoric, *Rhetorical Criticism, Speech Communication, United States History
Identifiers-Lewis (C S)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) a paradigm for the study of communicative style; (2) the rhetoric of conversion in Ohio's abolitionist campaign; (3) a generic approach to the rhetoric of the United States Supreme Court; (4) communication patterns in boundary spanning roles; (5) the neighborhood as a communication environment and the rhetoric of lament; (6) heckling as rhetoric; (7) the rhetoric of controversy within the Lutheran Church Missouri Synod (LCMS), with particular emphasis on the years 1969 through 1976; (8) rhetorical criticism and humanistic counseling; (9) a rhetorical anaylsis of the United States Senate race between Dale Bumpers and J. William Fulbright; (10) C. S. Lewis's theory of communication; (11) evaluation in rhetorical criticism; (12) the lecture system of the Southern Farmers' Alliance movement in the late nineteenth century; and (13) a review, synthesis, and empirical test of a predictive model of relational competence. (RL)

ED 210 745　　　　　　　　　　　　　　　　　CS 503 701

Mass Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-24p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Adults, Advertising, Annotated Bibliographies, Audiences, Characterization, Childrens Television, *Communication Research, *Doctoral Dissertations, Elementary Secondary Education, Film Criticism, Films, Film Study, Foreign Countries, Higher Education, History, *Mass Media, News Media, Political Influences, Radio, Religion, *Television Research, *Television Viewing
Identifiers-*Audience Analysis, Canada, Venezuela

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 50 titles deal with a variety of topics, including the following: (1) a history of broadcast audience research in the United States from 1920 to 1980; (2) factors contributing to the believability of television newscasters; (3) the relationship of manifest and latent content to television viewers' program preferences; (4) mass media saturation conditions and information gaps in Venezuela; (5) listener perceptions as dimensions of radio station positioning; (6) the relationship between commercial television's advertising of over-the-counter drugs and drug use, misuse, and abuse among college students; (7) television viewing habits and early school achievement of gifted children; (8) conversion, the mass media, and the Church of Jesus Christ of Latter-Day Saints; (9) monopoly and competition in the Canadian film industry; (10) the history of black oriented radio in Chicago from 1929 to 1963; (11) the effects of television on early adolescents; and (12) affective responses to the literary and cinematic elements in an educational film. (RL)

ED 210 746 CS 503 702

Cahn, Dudley D. Shulman, Gary M.

An Exploratory Study of the Relationship between Rhetorical Sensitivity, Leadership Effectiveness, and Rank in a Military Organization.

Pub Date-80

Note-11p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Attitudes, *Communication Research, Enlisted Personnel, Interpersonal Competence, *Leadership, *Military Personnel, Officer Personnel, *Organizational Communication, *Psychological Patterns

Identifiers-*Communicator Style, *Interpersonal Communication

Ninety-three officers and enlisted men of the United States Army National Guard were surveyed for their communication attitudes in a study comparing rhetorical sensitivity to two organizational communication variables leadership effectiveness (as a managerial skill) and position in an organizational hierarchy (rank). The survey measured the ways in which the subjects matched three communicator types: (1) the rhetorically sensitive person, one who generally accepts the variability of communication and interpersonal relationships and does not try to avoid stylized verbal behaviors; (2) the noble self,'' one who sees any variation from personal norms as hypocritical and a denial of integrity; and (3) the rhetorical reflector,'' who presents a different self for each person or situation. The results showed that subjects who scored high in rhetorical sensitivity were not rated significantly higher in leadership effectiveness than individuals who scored low in rhetorical sensitivity. However, rhetorical sensitivity did relate to rank, so that scores for rhetorical sensitivity increased across groups from enlisted men through sergeants to officers. Other results showed that sergeants tended to score higher in noble self than officers and enlisted men, but lower in rhetorical reflector than the others, while the enlisted men tended to score relatively high in both areas. (RL)

ED 210 747 CS 503 703

Harper, Nancy L.

Rhetoric at the University of Iowa Combining the Oral and Written Modes.

Pub Date-Nov 81
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Higher Education, *Integrated Activities, Program Content, Program Descriptions, *Rhetoric, Secondary Education, Speech Curriculum, *Speech Instruction, *Writing Instruction
Identifiers-University of Iowa

Noting that the formal split between instruction in written and oral modes of communication is a relatively recent one, this paper presents arguments against that split at both the secondary school and the college level and arguments for instruction in communication. The paper offers a historically based definition of communication, positing that the communicative act requires the communicator to: (1) categorize data relevant to a communication situation, (2) conceptualize that data, (3) symbolize it, (4) organize the symbols into some sort of order that will further the purposes and meanings of the communication situation, and (5) operationalize that data into a message. From this definition, the paper concludes that writing and speaking are modes of communication and that instruction in the two should be integrated. It then describes the rhetoric program at the University of Iowa, which for 30 years has offered such an integrated curriculum. In conclusion, the paper discusses the problems often encountered in student writing and explains how an integrated speaking/writing program can counter those problems. (FL)

Perspectives on the Assessment of Speaking and Listening Skills for the 1980s.

Northwest Regional Education Lab., Portland, Oreg. Clearinghouse for Applied Performance Testing.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jun 81
Grant-400-80-0105
Note-68p.; Collection of papers prepared for presentation at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Available from-Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($4.25).

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Communication Research, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Higher Education, *Listening Skills, National Surveys, Rating Scales, *Speech Skills, *Test Bias, *Testing Problems

The four papers in this collection were drawn from a symposium convened to review the state of the art in speaking and listening assessment at all educational levels and to suggest strategies for addressing the technical issues, particularly those relating to test bias and the use of rating scales, that speaking and listening assessors often face. The first paper presents results of a national survey of elementary and secondary speaking and listening assessment procedures that was sponsored by the Speech Communication Association. Various sections of the paper focus on state legislative activity, specific skills tested, standards, and testing procedures. The paper reports the findings of the survey on a state-by-state basis. The second paper deals with the current assessment of speaking and listening skills at the college level and concentrates on the development and evaluation of the Communication Competence Assessment Instrument. The third paper reviews potential sources of bias in assessment including stimulus conditions, response mode, rating procedures, and use of test results and suggests strategies for dealing with each. The fourth paper identifies several issues related to the use of rating scales in evaluating oral communication proficiency including scale development, psychometric evaluation, and the speech type assessed and suggests new directions for research. (FL)

ED 210 749 CS 503 709

Logue, Cal M., Ed. Dorgan, Howard, Ed.
The Oratory of Southern Demagogues.
Report No.-ISBN-0-8071-0792-1
Pub Date-81
Note-236p.
Available from-Louisiana State University Press, Baton Rouge, LA 70803 ($22.50 cloth).
Pub Type- Books (010) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Communication Skills, Low Income Groups, *Persuasive Discourse, *Political Influences, Racial Bias, *Regional Attitudes, *Rhetoric, Rhetorical Criticism, United States History
Identifiers-*Politicians, *United States (South)

This book examines the rhetorical strategies of influential southern United States politicians, termed southern demagogues,'' and their particular appeal to the poor working class whites of the South during the early twentieth century. Following an introductory chapter that discusses the origins of the southern demagogue, the remaining chapters discuss the rhetoric of nine orators: (1) Jeff Davis, (2) Pitchfork Ben'' Tillman, (3) James Kimble Vardaman, (4) Tom Watson, (5) Cole Blease, (6) Cotton Ed'' Smith, (7) Theodore G. Bilbo, (8) Huey P. Long, and (9) Gene Talmadge. (HTH)

ED 210 750 CS 503 711

Decker, Warren D.

The League of Women Voters: Sponsorship, Promotion and Definition of Public Political Debate.

Pub Date-Nov 81

Note-21p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Debate, *Organizational Effectiveness, Organizations (Groups), *Political Influences, Politics, Public Opinion, Public Relations, Speech Communication

Identifiers-*League of Women Voters, Presidential Campaigns, *Presidential Debates

The League of Women Voters is a nonprofit organization that, among other functions, helps voters learn more about issues, candidates, registration, and other election procedures. The most visible function performed by the League's Education Fund in recent years has been the sponsorship of the presidential debates. The League maintains that the debates have increased voter interest in the presidential election campaigns, increased voter participation in the elections, and promoted informed decision making on the part of the electorate. Toward these ends the League has worked to overcome the following obstacles: (1) the reluctance of candidates to participate, (2) the various regulations governing the utilization of the mass media for coverage of the debates, and (3) the costs associated with sponsoring the debates. League accomplishments include the promotion of the presidential debates, a selection procedure for the moderators and panelists that is equitable and allows for the selection of a cross section of journalists from a variety of media, and a debate format that has remained basically the same over the past two campaigns. The potential for change in the debates is somewhat limited, but might include the use of nonjournalists as questioners, the inclusion of more rebuttal time, and the use of cross examination. (HOD)

ED 210 751 CS 503 712

Zeman, James V.

The Forensic Participant as an Information Processing Machine.
Pub Date-Nov 81
Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, *Cognitive Processes, *Debate, Higher Education, Secondary Education, *Speech Communication, Speech Skills, *Student Attitudes
Identifiers-*Forensics

Prompted by the issue of whether participation in forensics programs has some tangible beneficial effects on the participants, this paper examines how such participation might influence the participant's processing of information. The paper first presents a rationale for examining the forensics participant as an information processor, citing studies in critical thinking and the need to justify the forensics program. The paper next analyzes the concept of cognitive complexity in information processing and discusses its discriminative and integrative components. In conclusion, the paper poses four questions for research based on data regarding cognitive complexity: (1) Does forensic training and participation increase the level of cognitive complexity of the participant? (2) Does the cognitive complexity level of the participant vary in relation to the success level of the participant? (3) To what extent does the nature of the cognitive complexity style of the participant rely upon that of his or her coach? and (4) Does the type of forensic activity in which a student participates have an effect on any changes in complexity level in that participant? (FL)

ED 210 752 CS 503 713

Kreps, Gary L.

Design for a Communication Course for Health Professionals.

Pub Date-Oct 81

Note-19p.; Paper presented at the Meeting of the Indiana Speech Association (Indianapolis, IN, October 29-30, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Allied Health Occupations Education, Communication Skills, *Course Content, *Curriculum Development, Educational Objectives, *Health Personnel, Higher Education, *Professional Development, *Professional Education, *Speech Communication, Speech Curriculum, Units of Study

An approach to structuring and teaching health communication to health practitioners is presented in this paper. Following an introduction to the need for instruction in health communication, a general course description is provided, the course's purposes are discussed, and course goals are listed. The remainder of the paper contains descriptions of the following study units for a course in health communication: (1) an overview of health communication; (2) human communication processes and theories; (3) interpersonal, small group, and organizational communication in health care; (4) intercultural communication in health care; and (5) therapeutic interaction and holistic approaches to health care. Instructional objectives are listed for each unit of study. (RL)

ED 210 753 CS 503 714

Patton, Bobby R.

Continued Development of Tenured Faculty.

Pub Date-Nov 81

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Faculty Development, Higher Education, *Long Range Planning, Sabbatical Leaves, *Speech Communication, *Teacher Burnout, Teacher Exchange Programs, *Tenure

Widespread attention to the concept of teacher burnout along with theories and prescriptions for dealing with midlife crises'' have implications for the tenured higher education faculty in communication education. To avert such problems college administrative staff can promote faculty development through (1) a systematic approach to long-term planning, (2) instituting intrauniversity visiting professorships, and (3) promoting opportunities for faculty exchanges with other universities. Long-term planning involves the faculty member preparing a three-year plan that includes courses to be taught, research to be conducted, services to be performed, professional activities expected, and any anticipated factors such as leaves or grants that would require adjustments. Each year, the faculty member and program update this plan and indicate whether the goals for the previous year have been met and what modifications are required for future planning. Intrauniversity sabbatical leaves provide one month's summer salary plus an academic year free of departmental responsibilities in order for the faculty member to take courses as well as to team teach in one or two courses in another department or school at the university. The third approach lies in such programs as the Fulbright exchange program and other university exchange programs. Finally, a new program is needed for professors who want opportunities for their own development that are less drastic than leaving academic life but more flexible than simply teaching at another institution. One possibility is a flexible program of time-off credits that could be used when a professor most needs a leave. (HOD)

ED 210 754 CS 503 715

Austin, Bruce A.

The Salience of Selected Variables on Choice for Movie Attendance among High School Students.

Pub Date-Feb 82

Note-26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 20-24, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research, Factor Analysis, *Films, High School Students, *Leisure Time, Media Research, *Predictor Variables, Secondary Education, *Student Attitudes, *Student Interests

A questionnaire was designed for a study assessing both the importance of 28 variables in movie attendance and the importance of movie-going as a leisure-time activity. Respondents were 130 ninth and twelfth grade students. The 28 variables were broadly organized into eight categories: movie production personnel, production elements, advertising, criticism and reviewing, interpersonal influence, perception of film content, financial costs to the patron, and miscellaneous. Overall, 4.2% of the sample reported movie-going as a favorite leisure activity. This percentage was slightly higher than those of similar studies, and suggested that movie-going as a leisure activity diminished with age. When data on the 28 variables were analyzed, subject matter of the film and interpersonal contact were the reasons cited most often for going to films. The data also demonstrated the low salience of

behind-the-screen'' production personnel in attracting high school movie-goers. The frequent movie-goers in the sample considered more of the 28 variables as being important in making their choices than did the occasional movie-goers. Overall, the 28 variables accounted for nearly one-third of the movie attendance variance in a multiple regression analysis. (RL)

ED 210 755 CS 503 716

Kreps, Gary L.

Communication Training for Health Care Professionals.

Pub Date-Nov 81

Note-24p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, Continuing Education, *Health Personnel, *Interpersonal Relationship, Listening Skills, Nonverbal Communication, Organizational Communication, Public Speaking, Questioning Techniques, *Speech Communication, Verbal Communication

Communication is a key tool that health care professionals must use to identify the salient variables causing health complaints, to create strategies for health care treatments, and to elicit cooperation from health care colleagues and clients in the delivery of health care services. Communication specialists can help by applying speech communication knowledge in the training of health care professionals. In-house training, professional workshops, and on-site seminars are generally more accessible to health care practitioners than are college courses, and are therefore good channels for health communication training and developmental work. Health communication training can be divided into two different categories: health communication skills training, and health communication process training. Training areas include verbal and nonverbal skills, perceptual skills, listening skills, and presentational speaking skills. Process topics include patient interviewing, health education, practitioner-patient relationships, health care team building, therapeutic communication, health care ethics, and communication in health care organizations. (HOD)

ED 210 756 CS 503 717

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-19p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Communication Problems, *Communication Research, Communication Skills, Conflict Resolution, *Doctoral Dissertations, Elementary Education, *Group Dynamics, Hearing Impairments, Higher Education, Interaction, *Interpersonal Competence, Leadership, Marriage Counseling, Nonverbal Communication, *Parent Child Relationship
Identifiers-Communicator Style, Conversation, *Interpersonal Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 32 titles deal with a variety of topics, including the following: (1) the analysis of conversational sequencing in group systems; (2) the effects of hearing aids on interpersonal perceptions; (3) styles of communication between parents and their bright, underachieving children and parents and their achieving children; (4) the effects of a marriage encounter program on marital communication, dyadic adjustment and the quality of the interpersonal relationship; (5) small group discussion leadership in a volunteer organization; (6) the effects of value dissimilarity on group representatives; (7) the development of turn taking in children's conversations; (8) the role of rapport in talking with foreigners; (9) the effect of fixed and changing interpersonal distance on the feedback behaviors of males; (10) family communication, media behavior, and deliquency; (11) deceptive communication in preschool children; (12) the use of formulaic speech in father-child conversational interaction; (13) language and ethnic self-identity among Jewish families; and (14) children's telephone conversations. (FL)

ED 210 757 CS 503 720

Speech Communication Education and Classroom Interaction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-8p.; Pages may be marginally legible.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Annotated Bibliographies, Church Workers, Classroom Communication, Classroom Environment, Classroom Techniques, College Freshmen, *Communication Research, *Communication Skills, *Doctoral Dissertations, Educational Environment, Elementary Education, Low Achievement, Peer Teaching, Programing (Broadcast), *Public Speaking, *Speech Communication, *Speech Curriculum, Two Year Colleges
Identifiers-Texas

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 7 titles deal with the following topics: (1) two approaches to teaching public speaking at the community college level, (2) case studies from a communication skills peer-tutoring program for underachieving college freshmen, (3) the effects of consciousness of correctness'' on selected measurements of speech production in adolescents, (4) the use of communication skills in the community college classroom, (5) training church communicators for television news interviews, (6) communication patterns in elementary schools, and (7) developing a lower-division speech communication core curriculum to resolve articulation/transfer problems between community/junior colleges and senior institutions in Texas. (RL)

ED 210 758 CS 503 721

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1981 (Vol. 42 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-81
Note-16p.; Pages may be marginally legible.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Communication Research, *Doctoral Dissertations, *Drama, Dramatics, Females, Foreign Countries, *History, *Oral Interpretation, Readers Theater, Renaissance Literature, Theories
Identifiers-Audience Analysis, Audience Response, England

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) ensemble as a process of actor training; (2) perspectives on the verbal performance of jest, abuse, and contest; (3) a course design for teaching black drama; (4) adapting chamber theatre for television; (5) theories of theatrical criticism; (6) the trial convention in English Renaissance drama; (7) public theater in Renaissance England and Spain; (8) the aesthetic dimensions of drama in education; (9) children performing poetry as a way of learning; (10) evaluation of a sixth grade creative dramatics program; (11) historical studies of American drama; (12) audience response to interpersonal distance in live and in videotaped theatre scenes and its implications for teaching methodology; and (13) the relationship of self-perception and audience members' perceptions of stage characters. (RL)

ED 210 759 CS 503 723

Dowling, Ralph E.

Debate as Game, Educational Tool, and Argument: An Evaluation of Theory and Rules.

Pub Date-Nov 81

Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Debate, *Decision Making, Evaluation Criteria, Higher Education, *Judges, *Persuasive Discourse, *Speech Communication

Identifiers-*Rules and Regulations

Academic debate may be regarded as an educational game since it includes the adversary quest for favorable decisions from a neutral judge within an artificial context defined by myriad rules and traditions. In academic debate, the requisite fairness is provided by such game rules as time limitations, speaker order, uniform resolutions, critic neutrality, and rules or traditions regarding evidence integrity. While the rules of most educational games provide no variation or uncertainty in determining the outcome, debate is a unique game because winning is determined by rules that are brought into practical application by the critic. These rules have produced critics whose stances no longer require or reward the demonstration of superior debate skills, whose decision options are unrealistic, and who are theoretically bound to ignore the real means and ends of oral advocacy. These results in turn inhibit the educational fairness functions they were designed to fulfill. Changes in debate judging might include (1) a modified critical stance that would operate on the assumption of critic neutrality concerning the area of dispute and opposing advocates while requiring an active critical evaluation of the arguments presented, (2) the use of presumption that assures quality in each argumentative component prior to its acceptance as a relevant factor in the final decisions that are reached, and (3) modified debate ballots to allow the critic the option of remaining undecided on the issues in controversy when that is how the critic perceives the arguments. (HOD)

ED 210 760　　　　CS 503 724

Di Salvo, Vincent Stephen Backus, Dencil K.

An Identification of Communication Skills and Problems Found in Health Care Organizations.

Pub Date-Nov 81
Note-25p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-14, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Problems, *Communication Research, *Communication Skills, *Health Personnel, *Job Skills, Needs Assessment, Writing Skills

A study was conducted to address the communication concerns of health care professionals. To identify the communication activities and problems of health care communication situations, the Communication Activity Questionnaire (CAQ) was administered to the personnel of 18 human service agencies involved with care of the physically and mentally ill or with health education. The questionnaire is designed to elicit information concerning the communication activities most important and problematic in fulfilling the respondents' job requirements. The 138 practitioners who returned questionnaires identified the following skills as important in their jobs: relationship building, listening, routine information exchange, motivating, and oral reporting. Giving and soliciting feedback also emerged as important skills for employees in health care facilities. Although the CAQ does not measure writing skills and problems, the results of the study suggested that poor writing skills might also be the source of some of the more serious problems perceived by health care employees. (HTH)

ED 210 761 CS 503 726

Thomas, David A., Ed.

Argumentation as a Way of Knowledge; Proceedings of the SCA Seminar IV (Minneapolis, Minnesota, 1978).

Speech Communication Association, Annandale, Va.

Spons Agency-Auburn Univ., Ala.

Pub Date-Oct 81

Note-244p.

Available from-Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($6.95 paper).

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Communication Research, Interaction Process Analysis, Logic, *Persuasive Discourse, *Rhetoric, *Speech Communication, *Theories, Verbal Communication

Identifiers-Conversation

Drawn from a 1978 Speech Communication Association seminar, this collection of papers and other materials explores the subject of argumentation as epistemology. The first paper reviews several critiques of traditional argumentation theories and offers directions for new theories, and the remaining eight papers offer responses to the ideas and positions of the first. Specific topics covered in the papers include (1) the constructivist/interactionist approach to the epistemological functions of argument studies, (2) logic-in-use among everyday arguers, (3) the logic of the coordinated management of meaning, (4) conversational arguing, (5) rhetorical argument as reduplication, (6) eiconology'' as a philosophical ground for understanding the roles of arguing in knowing, (7) argument as epistemological method, and (8) the need for new argumentation theories. Other materials included in the collection are an edited transcript of the seminar and a list of the participants and their topics. (FL)

ED 210 762 CS 503 727

Wedwick, Daryl M.

Corrugated Cardboard Scenery Construction.

Pub Date-Aug 81
Note-34p.; Paper presented at the Annual Meeting of the American Theatre Association (Dallas, TX, August 9-12, 1981).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Construction (Process), *Construction Materials, Higher Education, *Production Techniques, Secondary Education, Structural Elements (Construction), *Theater Arts

Identifiers-*Cardboard, *Cardboard Carpentry

The use of corrugated cardboard in constructing stage scenery is discussed in this paper. In the first section, both the advantages and the problems associated with using the material are discussed, as are ways to avoid problems. The second section of the paper discusses general methods for preparing corrugated materials for set and prop construction, and offers specific design and preparation directions for using these materials when constructing furniture facades, paneling effects, window mullions, and functional chairs. The final section of the paper offers hints on locating and acquiring corrugated materials. The text is illustrated with 26 drawings. (RL)

ED 210 763 CS 503 728

DeStephen, RoLayne S.

A Content and Relational Interaction Analysis of High and Low Consensus Groups.

Pub Date-Nov 81

Note-24p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Communication Research, Comparative Analysis, *Decision Making, *Group Dynamics, Higher Education, *Interaction, *Interaction Process Analysis

Identifiers-*Consensus

A study investigated whether the interaction patterns of high consensus groups differed significantly from the patterns of low consensus groups in the final stage of a decision-making task. Eighty-four college students placed into 19 groups were told to select a social problem, investigate it, and develop a solution. At the end of the three-week project, the students were administered a questionnaire that elicited the degree of their satisfaction and of their agreement with the decision of the group. D. G. Ellis's RELCOM interaction analysis was used to study the relational level in the consensus process of the groups and B. A. Fischer's Interaction Analysis System was used to examine the content of the group discussion leading to the decision. The findings indicated that both the relational and the content levels of communication were significantly different for high and low consensus groups. (FL)

ED 210 764 EA 013 787

Sommer, Barbara Tyburczy, Jason

Truancy in Yolo County, California.

Yolo County Dept. of Social Services, Woodland, Calif.; Yolo County Probation Dept., Woodland, Calif.
Spons Agency-California Univ., Davis.
Pub Date-Mar 81
Note-69p.; Prepared through the Kellogg Public Service Research Program.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attendance, Elementary Secondary Education, Influences, Performance Factors, Prevention, School Attendance Legislation, Social Agencies, Student Behavior, Students, *Truancy
Identifiers-*California (Yolo County)

The problem of truancy in the elementary and junior high schools of California's Yolo County was investigated during the 1980-81 academic year by means of questionnaires completed by 16 school principals and interviews with 30 people representing schools, school district offices, law enforcement agencies, the Department of Social Services, and the Probation Department. This report on the findings includes a description of California attendance laws and outlines the legal sanctions available to administrators. The extent of and causes for truancy in the county are discussed. The four most significant factors appear to be insufficient achievement or success in school, low self-esteem, parental ineffectiveness, and the lack of penalties. Schools' current practices for dealing with truancy are listed. Following an analysis of the limitations of the current situation, the authors recommend a number of practical steps for reducing truancy problems. (Author/PGD)

ED 210 765 EA 013 982

The Middle School. Research Action Brief Number 18.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Sep 81
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Cognitive Development, Competence, *Developmental Stages, Educational Philosophy, Junior High Schools, Literature Reviews, *Middle Schools, *Teacher Characteristics
Identifiers-*Early Adolescents

Describing the middle school as extending from the fifth or sixth through the eighth grades, this review describes current middle school philosophies and characteristics and cites middle school research and implications. Ideally, the report maintains, the middle school is designed to serve the needs of early adolescents through such techniques as interdisciplinary courses, exploratory classes, individualized instruction, team teaching, and flexible scheduling and student grouping. Research comparing the middle school and junior high is cited, concluding that at this time, no clear results are available. The report also reviews research on teacher competencies needed for middle school teaching, among them the abilities to structure teaching, use concrete materials and focus learning strategies, incorporate indirectness in teaching, and ask varied questions. Evidence of cognitive growth patterns of adolescents is explored, concluding that from age twelve to fourteen, adolescents experience a period of very slow intellectual growth. The research suggests that middle school teacher training needs to stress competencies identified as useful in working with adolescents and that curriculum should consider the seventh and eighth grade intellectual lull. It is noted that the inconclusive research on middle schools may merely indicate that the middle school philosophy has not yet been fully applied. (Author/JM)

ED 210 766 EA 014 144

School Size. The Best of ERIC on Educational Management, Number 61.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Consolidated Schools, Educational Quality, Educational Research, Elementary Secondary Education, Expenditures, Literature Reviews, Maintenance, *School Size, *Small Schools, Student Participation
Identifiers-Economies of Scale

The 11 items in this annotated bibliography are entries in the ERIC system concerning the effects of school size. Research studies cited center on existing and recommended sizes for schools; relationships between the size of schools and districts and the costs of education; economies of scale; and the effects of school size on achievement, student participation, student alienation, maintenance costs, and overall educational quality. More theoretical analyses look at the importance of administrative structure and at myths purportedly surrounding rural school and district consolidation. (JM)

ED 210 767 EA 014 166

School Effectiveness. The Best of ERIC on Educational Management, Number 62.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 81
Contract-400-78-0007
Note-6p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (Free).
Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Administrator Role, Annotated Bibliographies, Class Size, Educational Environment, Elementary Secondary Education, Family Environment, Family Influence, Leadership, *Organizational Effectiveness, Outcomes of Education, Principals, Program Effectiveness, Research Methodology, *School Role, Teacher Characteristics
Identifiers-Coleman Report, Public and Private Schools (Coleman et al), *School Effectiveness

The 11 items in this annotated bibliography are entries in the ERIC system concerning studies of school effectiveness and the debate surrounding how much influence schools have over student learning. Several articles included reexamine the 1966 Coleman report, and one compares a more recent Coleman report with the earlier report. A number of studies cited explore what makes exemplary schools outstanding. Influences on school effectiveness identified by these studies include school climate or norms, strong school leadership, high expectations for students, smaller classes, more experienced teachers, student motivation, quality of the home environment, academic emphasis, and teacher skills. Some articles also explore the validity of research techniques used to determine school effectiveness. (JM)

ED 210 768 EA 014 180

Berg, Gunnar Wallin, Erik

The School in an Organizational Perspective. Uppsala Reports on Education 10.

Uppsala Univ. (Sweden). Inst. of Education.
Report No.-ISBN-91-85250-56-2
Pub Date-Apr 81
Note-67p.; Not available in paper copy due to light print of original document. Covers may not reproduce due to color of paper of original cover.
Available from-Department of Education, Uppsala University, Box 2109, S-750 02 Uppsala, Sweden.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, Bureaucracy, Compulsory Education, Conflict, Decision Making, Elementary Secondary Education, *Institutional Characteristics, Models, *Organizational Theories, *School Organization, *School Role, Systems Approach, Vertical Organization

This paper attempts to develop a conceptual framework for describing the school as an organization. In the first chapter, after a review of organizational theory and research on the school, it is concluded that the school organization as a whole can be described in terms of bureaucracy and professionalism. In the second chapter, two basic assumptions are defended. The first is that the school is (and must be) a hierarchical organization and the second is that the school is (and must be) an organization characterized at all levels by structural conflict. The third chapter presents preliminary concepts for describing the complex school organization. It looks at the school as a coercive, professional, and bureaucratic organization. The last chapter outlines the rationalist approach, an organizational theory of the school that encompasses the conceptual framework already described. The concept of shared control is then used to shed more light on the theoretical model. (Author/JM)

ED 210 769 EA 014 218

Marvell, Thomas And Others

Student Litigation: A Compilation and Analysis of Civil Cases Involving Students, 1977-1981.

National Center for State Courts, Williamsburg, Va.
Spons Agency-EXXON Education Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.
Pub Date- 81
Grant-NIE-G-80-0137
Note-209p.

Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Athletics, *Court Litigation, Disabilities, Discipline, Educational Malpractice, Elementary Secondary Education, Equal Protection, *Federal Courts, Federal Legislation, Freedom of Speech, Minimum Competency Testing, Religion, *School Law, Special Education, *State Courts
Identifiers-Education for All Handicapped Children Act

This book is a study of civil cases, filed in court after 1976, involving students in elementary and high schools. The number of cases comes to 1,632, of which 769 are concerned with special education, 290 with disciplinary matters, and 248 with sports. The remaining cases deal with racial and sex discrimination, freedom of religion, establishment of religion, freedom of speech, and other subjects. The study does not include cases involving teachers or college students, ordinary personal injury cases, or criminal and juvenile actions. The catalog forms the bulk of the book, listing cases alphabetically by state. Each case entry is preceded by one or more code numbers indicating the type of issue (organized under the topics mentioned above into 54 sub-categories). The case entries provide information about the name and procedural history of each case, the issues, and the plaintiffs' attorneys. Other sections of the catalog explain the procedures used to find the cases and attempt to estimate the completeness of the compilation. Additional statistical information provided in the study includes the incidence of cases of each type in each state, the number of cases filed by students or by schools, the types of attorneys, the number of filings by year, and the outcomes of the cases. (Author/MLF)

ED 210 770 EA 014 241

Ryzewic, Susan Remmer

Budgetary Decisions in School Districts Experiencing Growth and Decline in Enrollment.

Pub Date-1 May 81
Note-28p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Lenox, MA, April 29-May 1, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgeting, Decision Making, *Declining Enrollment, Elementary Secondary Education, *Enrollment Rate, *Instruction, Operating Expenses, Organizational Theories, *Resource Allocation, Retrenchment, School Districts

This analysis looks at the effects of changes in school district size on the district budget. Specifically, budgetary changes reflecting the relative emphasis on instruction are analyzed. Proportional budget allocations are used to represent the relative investment of resources in functions or activities of school districts. Resource allocation patterns of Michigan school districts are examined and compared under both growth and decline in enrollment. The paper looks at three approaches to organizational change: organismic or structural theories, strategic decision-making theories, and routine decision-making theories. Patterns of change in budgetary allocations are used to assess the appropriateness of these approaches for describing the budgetary decisions in growing and declining school districts. Foremost is the question of whether decline is the mirror image of growth. Researchers discovered that both districts with declining enrollment and those with growing enrollment are decreasing proportional allocations to instruction and increasing nondiscretionary expenditures, especially for plant maintenance. The paper concludes that although the changes in school district budgetary allocation under either growth or decline are not completely consistent with any of the three approaches examined, they appear to be most consistent with theories of strategic decision-making. (Author/JM)

ED 210 771 EA 014 242

Kamhi, Michelle Marder

Limiting What Students Shall Read. Books and Other Learning Materials in Our Public Schools: How They Are Selected and How They Are Removed.

American Library Association, Chicago, Ill.; Association for Supervision and Curriculum Development, Alexandria, Va.; Association of American Publishers, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.; Scherman Foundation, Inc., New York, N.Y.
Pub Date-81
Note-43p.; Summary Report of EA 014 243.
Available from-Association of American Publishers, 2005 Massachusetts Ave., N.W., Washington, DC 20036 ($5.00 postage included; quantity discounts).
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrators, *Censorship, Elementary Secondary Education, Guidelines, *Instructional Materials, Librarians, *Library Materials, Moral Values, National Surveys, *Politics, *Textbook Content, *Textbook Selection
Identifiers-Conservatism, *Politics of Education

Censorship of books and learning materials is a growing trend nationwide, according to responses from a 1980 survey of 1,891 public elementary and secondary school administrators and library personnel from across the country and of state administrators overseeing evaluation and adoption of textbooks in 21 states. This summary and interpretation of the survey findings discusses local and state views on textbook adoptions and challenges, presents overviews of local- and state-level survey results, and gives recommendations for establishing district policy on materials selection and for formulating responses when selections are challenged. The report includes comments from individual questionnaires as well as implications drawn by the researchers. The authors conclude that challenges to classroom and library materials often result in limiting students' access to information and ideas. They found that many schools lack, or fail to follow, written policies for selecting and/or restricting instructional materials. Those schools that do have written policies, however, appear to resolve conflicts with fewer restrictions on materials and, therefore, less negative impact on the educational environment. Responses to the state-level survey suggest that local and national pressure groups, especially those considered politically right-of-center, exploit controversy over textbook and materials selection for political ends. (Author/WD)

ED 210 772 EA 014 243

Kamhi, Michelle Marder

Book and Materials Selection for School Libraries and Classrooms: Procedures, Challenges, and Responses.

American Library Association, Chicago, Ill.; Association for Supervision and Curriculum Development, Alexandria, Va.; Scherman Foundation, Inc., New York, N.Y.

Pub Date-25 Sep 81

Note-92p.; Report of a nationwide survey. For a related document, see EA 014 242.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrators, *Censorship, Data Analysis, Elementary Secondary Education, *Instructional Materials, Librarians, *Library Materials, National Surveys, *Politics, Questionnaires, *Textbook Content, *Textbook Selection

This full report of a nationwide survey provides data on the range of procedures and policies currently followed in selecting textbooks and other instructional materials, the extent to which these materials have been challenged, and the resolution of such challenges. The survey sample comprised school administrators and library personnel from across the country as well as state administrators in 21 states who supervise the evaluation and adoption of textbooks. Included in the report are a discussion of methodology and summaries of responses to both the local- and state-level surveys. The local-level responses are broken down into the two groups surveyed administrators and librarians. Individual comments from respondents are also quoted. This report is intended as an appendix to the summary report, Limiting What Students Shall Read,'' EA 014 242. (Author/WD)

ED 210 773 EA 014 244

Dynan, Mary P.

Do Schools Care? The Student View. Co-operative Research Series No. 6.

Nedlands Coll. of Advanced Education (Australia).; Western Australia Education Dept., Perth.

Report No.-ISBN-0-7244-8257-1
Pub Date-80
Note-129p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Foreign Countries, High Schools, *School Attitudes, Self Concept, Socioeconomic Background, *Student Alienation, Student Attitudes, Student Characteristics, *Student School Relationship, Student Teacher Relationship
Identifiers-Australia (Western Australia), Pastoral Care

This study surveyed student views of their schools and attempted to determine the degree of student alienation in Western Australian high schools. One hundred students from each of twelve high schools participated in the study. Data were gathered from a questionnaire and follow-up interviews. Findings indicated that a majority of students felt a reasonably positive sense of commitment to school although a significant number were highly alienated. The factors most strongly associated with alienation levels of students were student-teacher relationship and student academic level. In general, relationships with teachers tended to be formal, often ambivalent, and sometimes very negative. Some correlation between alienation and academic self-concept was found. Socioeconomic backgrounds of students were related to levels of alienation, with higher alienation scores found among students from lower status groups. Smaller schools had lower levels of alienation and better student-teacher relationships. Variables considered pastoral care structures'' (designed to combat alienation), such as house, year, tutor or form systems, had no significant association with overall levels of alienation. (Author/JM)

ED 210 774 EA 014 246

Recommended Specifications for Grant Simplification for Federal Aid to Education. Occasional Papers in Educational Policy Analysis, Paper No. 2.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-May 81
Note-30p.

Available from-Southeastern Regional Council for Educational Improvement, Information/Dissemination Component, P.O. Box 12746, 200 Park Offices, Suite 111, Research Triangle Park, NC 27709 ($1.75).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accountability, Elementary Secondary Education, *Federal Aid, Federal Legislation, *Federal Programs, Federal Regulation, *Federal State Relationship, State Departments of Education, State School District Relationship
Identifiers-*Grant Simplification

Based on the premises that there is a legitimate federal role in education, that federal education programs need to be simplified, that federal aid must pass through states to the local school districts, and that state and local agencies should be accountable for using federal resources, this paper offers specifications to suggest ways to eliminate unnecessary features of current federal programs. In relation to the controversy over whether it is preferable to institute a form of special revenue sharing or to tighten federal controls, the authors urge a combination of strict accountability for outcomes and wide latitude in determining how those outcomes are achieved. Included in the discussion are programs under Titles I, II, III, IV, and V of the Elementary Secondary Education Act. Recommendations include maintaining the categorical identity of some programs, such as compensatory education, education for severely handicapped children, vocational education, and educational research and development, and consolidating others. This grant simplification proposal would incorporate the principles of hold harmless'' (giving assurances that grantees will receive a minimum allocation based on the previous year's award), performance accountability, and shared state and local control. (Author/WD)

ED 210 775 EA 014 247

Bird, Ronald

Relationship of Regional Economic Growth Patterns to Education Funding Alternatives. Selected Monographs in Educational Policy Research Number 1.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Oct 81

Note-85p.

Available from-Southeastern Regional Council for Educational Improvement Information/Dissemination Component, P.O. Box 12746, 200 Park Offices, Suite 111, Research Triangle Park, NC 27709 ($5.50).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Demography, *Differences, Economic Factors, Elementary Secondary Education, *Equalization Aid, *Federal Aid, *Finance Reform, Low Income States, *Regional Characteristics, School Support

Identifiers-United States (Frostbelt), United States (Sunbelt)

Demographic and economic growth in the sunbelt states has been interpreted by some as a threat to the northern frostbelt states. Consequently, many have argued for the revision of policies affecting the distribution of federal funds among states. This paper examines the merits of such an argument by looking at concrete economic and demographic data, including the results of the 1980 census. The author concludes that the sunbelt-frostbelt conflict is essentially a myth, resulting from misinterpretation of data, erroneous extrapolation of short-term trends, and confusion between relative and absolute changes. Recent studies have calculated state-by-state ratios of per capita federal spending to per capita federal tax collection, showing that frostbelt states pay more than they receive and vice versa for the sunbelt states. The author argues that such studies are misleading and suggests that a better bias in the distribution of federal funds is the regional share of federal transfers to states and local governments. He then explores alternatives in funding for three programs vocational education, rehabilitation, and public library services and concludes that elimination of income adjustments from federal formulas governing funds distribution would negatively affect educational opportunity. (Author/WD)

Caliguri, Joseph P. Krueger, Jack P.

Women in Occupations and Equity Issues: An Annotated Bibliographical Guide to the Literature.

Missouri Univ., Kansas City. School of Education.

Pub Date-Sep 81

Note-278p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administration, Affirmative Action, Annotated Bibliographies, Career Development, Court Litigation, *Employed Women, Equal Opportunities (Jobs), Nontraditional Occupations, Postsecondary Education, Role Models, Salary Wage Differentials, *Sex Bias, *Sex Discrimination, *Sex Fairness, *Sex Role, *Sex Stereotypes, Vocational Education

Consisting of items published between 1977 and 1981, this 445 item bibliography focuses on women in education, government, business, and industry. Topics covered include nontraditional careers for women, sex role stereotypes, and role models for young women. There is also an emphasis on affirmative action cases and programs. Other major topics include sex discrimination in institutions of higher education, women in science and mathematics, women's incomes as compared to men's, and women in management or executive positions. The bibliography is divided into journal articles; books and materials; reports, studies, surveys, and projects; papers and legal materials; and bibliographies. Entries are accompanied by abstracts and by ERIC or ABI-INFORM accession numbers where applicable. (Author/JM)

ED 210 777 EA 014 251

Knezevich, Stephen J.

Program Budgeting Revisited: Reexamining Its Promise for the Enhancement of Educational Administration during the 1980s.

Iowa Univ., Iowa City. Inst. for School Executives.

Pub Date-Oct 81

Note-7p.

Available from-Institute for School Executives, 210 Lindquist Center, Univ. of Iowa, Iowa City, IA 52242 ($1.00).

Journal Cit-The Executive Review; v2 n1 Oct 1981

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, Budgeting, Computer Science, Decision Making, Educational Objectives, Management by Objectives, Management Systems, Outcomes of Education, Planning, Policy Formation, *Program Budgeting, *Program Development, Program Effectiveness, Resource Allocation

Identifiers-*Planning Programming Budgeting System, Zero Base Budgeting

Interest in the Planning, Programming, Budgeting System (PPBS) has waned over the last five years for several reasons. Early rhetoric about PPBS obscured its true character and promised more than it could deliver. Initially, few had the competencies needed to implement it. It is often wrongly believed to be solely a budgeting system. Finally, previous limitations of available computer technology made implementation difficult. In fact, PPBS, much more than a budgeting system, can be an important decision-making tool. It extends the traditional conceptualization of the budget-making process, though it is distinct from zero-based budgeting, and it is complementary to management by objectives (MBO). It can satisfy demands for accountability and is useful in framing the policy issues confronting a governmental agency. It can be considered a subset of systems management. Conditions in the 1980s point to a probable revival of PPBS. Advances in the availability competency in MBO, and greater familiarity with the concept of outcomes will make implementation of PPBS easier. In spite of some shortcomings, PPBS is a powerful tool that the education profession can ill afford to neglect. (Author/JM)

ED 210 778

EA 014 252

Foley, Walter J.

The Problem of Deciding Without a Majority: The Paradoxes of Choice.

Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date-Dec 81
Note-5p.
Available from-Institute for School Executives, 210 Lindquist Center, Univ. of Iowa, Iowa City, IA 52242 ($1.00).
Journal Cit-The Executive Review; v2 n2 Dec 1981
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Decision Making, Paradox, *Selection, *Voting
Identifiers-Collective Decision Making, Condorcet (Marie Jean Antoine Nicolas de Caritat), De Borda (Jean Charles), Majority Rule, Paired Comparisons

In educational settings, it is becoming common for members of groups to be forced to choose among more than two candidates, programs, or objectives. When no majority favors any one of three or more alternative choices, there are several rational, although arbitrary, ways to proceed. The first attempt at making the choice ought to adopt the Condorcet Principle; that is, to vote on paired-comparisons with the loser in each of the sequential paired votings leaving the contest. If no majority winner emerges, then the Borda rule should be followed; with this technique, all voters assign weights to all of their choices in order of their preferences. Although this two-step procedure has some weaknesses, it is the best procedure available for finding the most acceptable choice. (Author/JM)

ED 210 779 EA 014 253

Henthorn, Joe

Principal Effectiveness: A Review of Literature to Supplement ''The School Principal'' and ''The School Principal: Recommendations for Effective Leadership.''

Association of California School Administrators.

Pub Date-Apr 80

Note-21p.; For related documents, see ED 145 540 and ED 165 325.

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Administrator Evaluation, *Administrator Role, Educational Change, Educational Environment, Educational Innovation, Educational Research, Elementary Secondary Education, Leadership, Literature Reviews, *Principals

This literature review was intended to provide information and suggestions regarding the role and evaluation of the principal. It is supplementary to two reports commissioned by the California State Legislature on school principals. In the first section on the role of principals a chart is presented summarizing conclusions from the two original reports and pairing them with related conclusions from additional studies. Research reviewed relates the role of the principal to student performance, school climate, and innovation and change. The second section of the paper attempts to integrate the conclusions of further research on the principal's role and principal evaluation. This literature seems to indicate that the principal does have a significant impact on the people and environment at a school, which can be positively affected by the principal's leadership. The author describes several methods for evaluating principals focusing on both skills and accomplishments. The paper concludes that the implications of the literature should be used to design principal evaluation models that encompass the assessment of school needs and the related skills needed by the principal to provide leadership to the school. (Author/JM)

ED 210 780 EA 014 254

Anderson, Lorin W.

Learning Time and Educational Effectiveness.

National Association of Secondary School Principals, Reston, Va.
Pub Date-Dec 80
Note-14p.
Available from-National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($.50 per copy, quantity discounts; payment must accompany orders of $10.00 or less).
Journal Cit-Curriculum Report; v10 n2 Dec 1980
Pub Type- Opinion Papers (120) - Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Curriculum Development, Elementary Secondary Education, Mastery Learning, Needs Assessment, Performance, School Districts, Student Characteristics, Teacher Effectiveness, *Time Factors (Learning), *Time on Task
Identifiers-Allocated Learning Time, Direct Instruction

To explore the relationship between time and school learning, this paper defines the three kinds of learning time identified by researchers allocated time, time-on-task, and academic learning time and relates them to curriculum development. The author cites evidence that time-on-task is related to student achievement and describes two instructional approaches that have been associated with high levels of time-on-task. The first of these is mastery learning, which includes nine key elements, summarized here in checklist form. The second, direct instruction, has ten key elements and, according to the author, is similar to mastery learning. Central to both is the need for clearly defined goals, communication of expectations to students, and careful monitoring of student progress. The author lists several school districts currently involved in putting the research on learning time and instruction into practice and includes a capsule description of each program. Finally, implications of the learning time concept for instructional and teaching effectiveness are offered. (Author/WD)

ED 210 781 EA 014 255

Facilities for the Arts. School Planning Guide Series 6. Preliminary Draft.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.

Pub Date-Sep 81

Note-86p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Art Education, Auditoriums, *Design Requirements, *Educational Facilities Planning, Elementary Secondary Education, Spatial Relationship (Facilities), *Theater Arts, Thermal Environment, *Visual Arts, Visual Environment

Facility specifications for visual and performing arts areas are provided to guide and assist school officials, staff members, architects, and engineers plan suitable facilities for the arts in schools. The visual arts areas covered are studios, photographic laboratories, and galleries. Performing arts areas discussed are music facilities, drama laboratories, dance studios, individual learning rooms, offices, and performance halls. Material provided for each specific type of art facility includes a general overview and background information about the requirements as well as specifications for function, location and spatial relationships, acoustics, heating aesthetics, area, ceiling height, and special features. To illustrate some of the recommendations in actual practice, performance halls of four schools in North Carolina are described briefly in drawings and text. (Author/MLF)

ED 210 782 EA 014 256

Larson, Lars L. And Others

The Nature of a School Superintendent's Work. Final Technical Report.

Southern Illinois Univ., Carbondale, Dept. of Administrative Sciences.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Mar 81
Grant-NIE-G-78-0077
Note-106p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Role, Data Analysis, Elementary Secondary Education, Interaction Process Analysis, Observation, *School Administration, *Superintendents
Identifiers-*Daily Work Activities, Managerial Ecology, Managerial Work Activity Classification System, Mintzberg (Henry)

To present a detailed description of what school superintendents actually do, not what they perceive themselves doing or what they ought to do, this project utilized unstructured, nonparticipant observation of six superintendents on the job. Four trained observers recorded the administrators' activities throughout every minute of the workday for one week in the fall, winter, and spring. Different observers were assigned to each day in a week's observation to allow for analysis of interaction between observers and the observed subjects. The data were coded using Mintzberg's Managerial Work Activity Classification system, which organizes all managerial activity into five categories and assigns one of twelve purposes to each activity involving interpersonal interaction. In essence, the project sought answers to five questions: Where do superintendents work? How do they spend their time? With whom do they interact? Who initiates the contacts? What are the purposes of superintendent contacts? Comparison of results with other studies; discussions of interpersonal contacts, contextual factors, and managerial work; and the introduction of the concept of managerial ecology'' form a framework for the study's findings. Appended are the Mintzberg classification system, tables, and the data coding manual. (Author/WD)

Cohen, Elizabeth G. Intili, Jo Ann
Interdependence and Management in Bilingual Classrooms. Final Report.
Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Contract-NIE-G-80-0127
Note-206p.; Not available in paper copy due to marginal legibility of Appendices A and B.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Bilingual Education, *Curriculum Development, Elementary Secondary Education, Group Activities, Outcomes of Education, *Peer Teaching, *Program Implementation, Social Science Research, Social Studies, *Student Participation

Using a sociological conceptualization of curriculum implementation, this study looked at the relationship between implementation and learning outcomes. The specific curriculum examined was a complex math-science curriculum for language minority students in grades 2-4. The study looked particularly at the effect on learning outcomes of allowing students to assist each other or work together. More generally, it examined the relationship of several aspects of curriculum implementation on learning. Subjects were teachers and students in nine bilingual classrooms in San Jose (California). Data were gathered through observation of students and teachers and through content-referenced and standardized tests of student achievement. Major results include the following: (1) Talking and working together was a predictor of achievement gains on the content-referenced test. (2) Reading and writing behavior was a predictor of gains on the standardized test. (3) The quality of performance on the worksheets was a predictor of gains on standardized tests. (4) The level of engagement in the task was unusually high with this curriculum. More general findings emerged when a sociological perspective was applied: productivity of students and occurrence of prescribed learning behaviors were direct predictors of learning outcomes; degree of differentiation of the technology was linked only indirectly to learning outcomes. (Author/JM)

ED 210 784 EA 014 258

Hochschild, Jennifer L. Hadrick, Valerie

The Character and Effectiveness of Citizen Monitoring Groups in Implementing Civil Rights in Public Schools.

Duke Univ., Durham, N.C. Inst. of Policy Sciences and Public Affairs.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jan 81
Note-346p.; Includes Executive Summary and Recommendations. Appendix III may not reproduce clearly due to marginal legibility of original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Case Studies, *Citizen Participation, *Citizens Councils, *Civil Rights Legislation, *Committees, Community Organizations, Desegregation Methods, Disabilities, Elementary Secondary Education, Program Implementation, School Desegregation, Sex Fairness
Identifiers-*Monitoring, Title IX Education Amendments 1972

The character and impact of citizen monitoring groups are examined in this report, which evaluates groups monitoring three civil rights issues related to public education: race desegregation, sex equity, and services for the handicapped. The authors conducted site visits to study monitoring of race desegregation in 15 school systems, sex equity in eight locations, and services for the handicapped in seven locations. The purpose was to explore the effectiveness of monitoring groups in order to recommend the best roles, structures, resources, and strategies for groups effecting civil rights compliance. The report covers six areas: (1) the definition of citizen monitoring groups; (2) the description of four types of civil rights goals; (3) the definition of monitoring and the role of citizen groups in achieving these goals; (4) the criteria for the effectiveness of monitoring groups and methods used to select research sites, interview subjects, and interview topics; (5) a detailed analysis of 13 monitoring groups; and (6) conclusions and recommendations for future monitoring groups. The research identified these factors as necessary for effective monitoring: mandate, authority, members, information, and community support (or at least acquiescence). A lengthy appendix includes interview guides and an executive summary of the report. (Author/JM)

ED 210 785 EA 014 260

Kimbrough, Jackie Hill, Paul T.

The Aggregate Effects of Federal Education Programs.

Rand Corp., Santa Monica, Calif.
Spons Agency-Department of Education, Washington, D.C.
Report No.-Rand-R-2638-ED
Pub Date-Sep 81
Contract-300-79-0522
Note-60p.
Available from-Rand Corp., Publications Dept., 1700 Main St., Santa Monica, CA 90406 ($5.00).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Problems, Conflict, *Coordination, Educational Cooperation, Elementary Education, *Federal Programs, Government School Relationship, Program Administration, *Program Implementation
Identifiers-*Categorical Aid, *Cross Subsidy (Programs)

To gather empirical evidence about the effects of multiple federal programs on school and school district operations, researchers interviewed teachers, principals, and categorical program coordinators at 24 elementary schools in eight districts across the nation. All the schools had four or more federal categorical programs and were known to be having difficulties administering them. The research revealed two major problems: interference between categorical programs and the local core program; and cross-subsidy, or the use of categorical funds intended for one group to provide services to another. Interference involved such problems as interruption or replacement of core instruction, clashes in teaching methods, administrative burdens, staff conflicts, and segregation of students. Cross-subsidy problems included providing funded services to unfunded programs, reducing funded services, and diverting personnel from one program to another. The evidence indicated that the problems resulted from both the multiplicity of federal programs and the choices of local administrators. The researchers recommend that the number of programs and the competition between funded and unfunded programs be reduced; that local administrators be assisted in coordinating programs; and that categorical programs be consolidated to increase effectiveness.

ED 210 786 EA 014 261

Arons, Stephen

Value Conflict Between American Families and American Schools. Final Report.

Massachusetts Univ., Amherst.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Grant-NIE-G-79-0161
Note-146p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Censorship, Compulsory Education, Court Litigation, Creationism, Elementary Secondary Education, *Family Role, *Family School Relationship, Freedom of Speech, Out of School Youth, School Attendance Legislation, School Attitudes, *School Role, *Textbook Selection, Values
Identifiers-*Home Schooling

Based on articles about and interviews with citizens and school staffs involved in value conflicts, this report looks at two sources of home-school conflicts home education and book selection. The first section considers the positive and negative consequences of parent-school conflicts about home schooling; summarizes attitudes of families who resist compulsory schooling; and clarifies the problem of proving that a home education plan is equivalent to that offered by the school. It also looks at the public reaction to home schooling and the ideological defense of government schooling. The issues involved in court litigation on home schooling are examined, especially the questions of how much power a family has over the education of its children and how much power school authorities have to regulate home schooling. The second section of the report treats the topic of book selection and looks at the censorship of books in libraries and classrooms on grounds of religion, science, patriotism, or obscenity. The issue of creationism is dealt with in detail. The section closes by looking at the effects of book selection conflict on teachers, school board members, and students. The report concludes with a number of recommendations, including increased recognition of First Amendment consequences of school policy and structure. (Author/JM)

ED 210 787 EA 014 262

Artis, John B.

An Ethnographic Case Study of the Administrative Organization, Processes, and Behavior in a Selected Senior High School.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-557

Pub Date-Sep 80

Grant-OB-NIE-G-80-0117

Note-251p.; Ph.D. Dissertation, University of Wisconsin. Report from the Project on Studies of Administration and Organization for Instruction. Figure 4.7 may not reproduce clearly due to small print of original document. For related documents, see ED 196 147 and ED 196 148.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Administrative Organization, Administrator Role, Case Studies, Decision Making, High Schools, Individualized Instruction, Leadership Styles, *Organizational Change, Organizational Theories, Role Perception, *School Administration, *School Organization

Identifiers-Decision Theory, *Grounded Theory, Participative Decision Making

Using participant observation, interviews, and other ethnographic methods, the author examined organizational structures and administrative processes and behavior in an innovative senior high school located in a large urban area and known for its implementation of individually guided education. Data analysis yielded theories grounded in the study's evidence, which were further analyzed and related to formal theories, including social systems theory, organizational theory, decision theory, leadership theory, change theory, and theories of administrative processes. From the evidence and theories the author draws 16 conclusions regarding institutional roles; role expectations; bureaucratic structures; centralization; job satisfaction; productivity; leadership and decision-making styles; and faculty, parent, and student participation in decisions. Among the conclusions are that leadership, change, and involvement in decisions are interactive; that change processes differ for leaders and group members; and that social systems theory should include new political dimensions. The author notes one or more implications for each of the 16 conclusions and suggests further research to test how widely applicable his conclusions are. The study's interview schedules are included in appendices. (Author/RW)

ED 210 788 EA 014 263

Willis, Bernice H., Ed.

Visions, Issues, and Reality: A Changing South.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-462p.; Papers derived from the Conference on the Future of Education in the Southeast (2nd, Orlando, FL, November 9-11, 1980). Photos may not reproduce clearly. For individual chapters, see EA 014 264-268.
Available from-Southeastern Regional Council for Educational Improvement, Information/Dissemination Component, P.O. Box 12746, 200 Park Offices, Suite 111, Research Triangle Park, NC 27709 ($15.00).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Communications Satellites, Computer Oriented Programs, Economic Development, *Educational Change, *Educational Policy, *Educational Technology, Educational Television, *Educational Trends, Elementary Secondary Education, Federal Programs, *Futures (of Society), Postsecondary Education, Private Schools, Public Schools
Identifiers-*United States (South)

The aims of this conference on education in the South were to identify important trends, garner expertise on the trends, and explore emerging educational issues. The conference produced 67 papers and talks presented at five subject sessions in addition to opening and closing sessions. Papers from the opening session discuss the role of technology in future educational change, National Institute of Education programs in the South, earlier conferences on educational futures, the effects of computers on public education, satellite communications, public schools' failure to accept new educational technology, and the necessity of examining possible educational futures. The five subject sessions, divided into 21 panels, cover educational policy issues related to the South, the past and present of southern education, regional economic development and educational needs, and the impacts of the telecommunications and computer revolutions on education. Papers from the closing session examine the regional programs of the U.S. Department of Education in the south, the need to redefine education, and the role of the Southeastern Regional Council for Educational Improvement in helping set a southern educational policy agenda. (Author/RW)

ED 210 789 EA 014 264

Willis, Bernice H., Ed.
Educational Policy Issues of the 1980's.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81
Note-92p.; Section 2, pages 43-135, of Visions, Issues, and Reality: A Changing South'' (EA 014 263). For related documents, see EA 014 263-268.
Available from-Not available separately; see EA 014 263.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Educational Policy, Educational Trends, Education Work Relationship, Elementary Secondary Education, Federal Programs, Futures (of Society), *Governance, Government School Relationship, Postsecondary Education, Private Schools, Public Schools, *School Business Relationship, *Teacher Effectiveness, *Vocational Education
Identifiers-Comprehensive Employment and Training Act, *United States (South)

Part of a conference on education in the South, this session on educational policy issues of the 1980's includes 18 papers divided among five panels. In the first panel, four papers forecast the next decade's critical educational problems and policy issues, including demographic and social shifts, changes in educational governance and finance, the federal role in education, public aid to private education, and educational access and quality. The second panel focuses on the role of the private business sector in improving education; its four speakers discuss the National Association for Industry-Education Cooperation, unemployment, business involvement in education, and private schooling provided by the data processing industry. The third panel's five papers ponder the governance of public education, considering federal, state, court, and teacher roles, and noting the necessary complexity of the country's educational decision-making structure. Vocational education, Comprehensive Employment and Training Act programs, and the school-to-work connection are examined in the fourth panel's two papers. Finally, the three speakers in the last panel look at the need to improve the quality of public school teaching particularly because of technological change through both preservice and inservice teacher training. (RW)

ED 210 790 EA 014 265

Willis, Bernice H., Ed.

Education in the Southeast: Future with a Past.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-95p.; Section 3, pages 136-231, of Visions, Issues, and Reality: A Changing South'' (EA 014 263). For related documents, see EA 014 263-268.

Available from-Not available separately; see EA 014 263.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Databases, Educational Trends, Elementary Secondary Education, Federal Programs, Futures (of Society), Politics, *Regional Characteristics, *Rural Development, *Rural Education, *Social Indicators, Social Values, Subcultures, *United States History, United States Literature

Identifiers-Alabama (Bullock County), *Educational Indicators, *United States (South)

As part of a conference on education in the South, this session looks at the past, present, and future of southern education. The session comprises four panels and eleven papers. The three papers in the first panel discuss the history, literature, and culture of the South, touching on the South's historical uniqueness and variety, trends in southern politics and government from 1960 to 1980, and the images of the South presented by southern writers. Ruralism and the future of education in the South are the subjects of the second panel, whose four papers examine industrialization in the rural South, the federal response to rural educational needs, poverty and other problems of rural southern education, and long-term trends in values, knowledge, and demographic factors. The three papers in the third panel describe the design and possible uses of two databases of social and educational indicators, one for the entire South and one for its rural areas. The final session's paper narrates the history of two educational leaders, and of local education, in rural Bullock County (Alabama). (RW)

Willis, Bernice H., Ed.
The Telecommunications Revolution and Its Impact on Education.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-41p.; Section 4, pages 232-273, of Visions, Issues, and Reality: A Changing South'' (EA 014 263). For related documents, see EA 014 263-68.
Available from-Not available separately; see EA 014 263.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Childrens Television, Educational Media, Educational Policy, *Educational Television, Educational Trends, Elementary Secondary Education, Futures (of Society), Mass Media, *Programing (Broadcast), *Public Television
Identifiers-Local Origination, *Media Effects, Television Networks, *United States (South)

From one of several sessions at a conference on education in the South, these nine papers delivered at four panels discuss the actual and potential impacts on education of the telecommunications revolution. In the first panel on national television networks, children's programming, and prime time shows the three speakers describe the American Broadcasting Corporation's efforts to help teachers use television, the National Broadcasting Company's programs for children, and the programs of the Children's Television Workshop. The second panel's two papers analyze television's role as an impact medium'' rather than an information medium'' and stress the need for teachers and administrators to develop policies acknowledging television's place in education. The two papers in the third panel examine public television programs, especially those of the Appalachian Community Service Network, and point out the importance of goals and programming (or software'') in public television. The final panel's two speakers describe the programming developed for a local cable television network by a regional library in Rome, Georgia, and explain the planning and evaluation involved in the project. (RW)

ED 210 792 EA 014 267

Willis, Bernice H., Ed.
Education and the Marketplace in Transition.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-54p.; Section 5, pages 274-328, of Visions, Issues, and Reality: A Changing South'' (EA 014 263). Figure 1 may not reproduce clearly due to marginal legibility. For related documents, see EA 014 263-268.
Available from-Not available separately; see EA 014 263.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Children, *Conservation Education, Disadvantaged Youth, *Economic Development, Educational Facilities Improvement, *Educational Needs, Educational Research, Educational Trends, Elementary Secondary Education, Energy Conservation, Futures (of Society), *Needs Assessment
Identifiers-Research and Development, *United States (South)

Four papers presented at three panels constitute the session on education and economic change at a conference on education in the South. The first panel's single paper describes the activities of the Commission on the Future of the South concerning children, analyzes the socioeconomic status of children in the South, and relates children's education to economic growth in the region. In the second panel the authors examine the Appalachia Educational Laboratory's activities in educational innovation and review the Laboratory's determination of the South's needs in education and educational research and development. An appendix to the paper explains the designation-appraisal-prescription (DAP) model of problem-solving used by the Laboratory. The two papers in the final panel point out the need to educate children about the world's rate of resource consumption, cite data on the United States' waste of energy, and list ways for school districts to manage and conserve energy in educational facilities. (RW)

Willis, Bernice H., Ed.
The Computer Revolution and Its Impact on Education.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-68p.; Section 6, pages 329-97, of Visions, Issues, and Reality: A Changing South'' (EA 014 263). For related documents, see EA 014 263-267.
Available from-Not available separately; see EA 014 263.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Communications, Computer Assisted Instruction, Computer Graphics, Computer Managed Instruction, *Computer Oriented Programs, *Educational Policy, *Educational Technology, Educational Trends, Elementary Secondary Education, *Futures (of Society), Microcomputers, Networks, Policy Formation, Postsecondary Education
Identifiers-*Computer Networks, Computer Services, *United States (South)

With twelve papers presented in five panels, this session of a conference on education in the South covers the computer revolution and its impact on education. In the first panel, four papers give computer vendors' views on the application of computers to education, discussing microcomputers and their uses in education, Control Data Corporation's partnerships with educational and business institutions, and the systems developed by Houghton Mifflin Company for computer-assisted and computer-managed instruction. The two speakers in the second panel describe, first, the nationwide EDUCOM consortium and its national EDUNET computer service network and, second, the statewide computerized system for agricultural information being developed by Florida's Institute of Food and Agricultural Sciences. The third panel's two papers report on Florida's plans for computer uses in education and on the development and services of the Minnesota Educational Computing Consortium. The three speakers in the fourth panel examine the use of information and computer technology, especially computer graphics, in educational policy-making and policy analysis. The final panel's single paper looks at past and future impacts of technological change on our economy, daily lives, and values. (RW)

ED 210 794 EA 014 273

Effective Schooling Practices. A Report Presented to the Honorable Jay S. Hammond, Governor of Alaska.

Governor's Task Force on Effective Schooling, Juneau, Alaska.

Pub Date-81

Note-80p.

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Administrator Role, Class Size, Computer Assisted Instruction, Curriculum, *Educational Improvement, Educational Objectives, Elementary Secondary Education, Grouping (Instructional Purposes), *Organizational Effectiveness, Parent Participation, Principals, *School Responsibility, Time Factors (Learning)

Identifiers-Alaska, *School Effectiveness

This task force report attempted to clarify the responsibilities of Alaska's schools, identify the practices essential to effective schooling, and make recommendations to institute these practices in the state. Following an historical perspective on the role of education and Alaska schools, the report lists three kinds of school responsibilities primary (fulfilled by the school alone), shared (fulfilled in conjunction with other agencies), and supportive (fulfilled through helping other groups that provide education) and specifies goals appropriate to each. The authors make broad recommendations for curriculum content in kindergarten through grade twelve. From the literature, factors associated with effective schooling are identified, with special emphasis on effects of the principal's instructional leadership, class size, computer-assisted instruction, parent participation, learning time factors, and classroom organization and grouping. Specific recommendations are offered regarding the formal specification of school responsibilities, revision of the elementary school course of study, revision of high school graduation requirements, and state adoption of recommendations for effective schooling practices. Additional recommendations pertain to monitoring and reporting, inservice activities, continued effort to identify additional effective schooling practices, and evaluation and refinement of practices. Also recommended is a general implementation strategy for a two-year period. (Author/JM)

ED 210 795 EA 014 274

Rubino, Thomas J. White-Stevens, Lillian
Alternative Education Programs: A Guide for Implementation.
New Jersey State Dept. of Education, Trenton. Div. of School Programs.

Pub Date-Jul 81
Note-39p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Delinquency Prevention, Dropout Prevention, Financial Support, Graduation Requirements, Guidelines, *Individualized Education Programs, *Nontraditional Education, Parent Participation, Program Descriptions, *Program Development, Secondary Education, *State Programs, State Standards, Student Participation
Identifiers-*New Jersey

Based on a state board of education program to individualize graduation requirements, called the Program Completion Alternative, this guide discusses how and why New Jersey school districts ought to develop a variety of ways for students to meet state and local requirements; outlines the alternative education programs made possible by the new graduation requirements; and briefly describes 40 current alternative programs in the state. Following a brief introductory chapter, the second chapter makes a case for alternative educational opportunities based on their ability to reduce such problems as delinquency, dropouts, suspensions, expulsions, and truancy. Funding of alternative programs is touched on. The third chapter provides a guide to program planning, an overview of the Program Completion Alternative, and recommended procedures for establishing an alternative school, with an emphasis on parent and student participation. Chapter 4 contains a list of 37 alternative programs, including each school's name and address, name of the coordinator, and a one-paragraph description of the program. (Author/JM)

ED 210 796 EA 014 275

Delon, Floyd G.

School Officials and the Courts: Update 1981. ERS Monograph.

Educational Research Service, Arlington, Va.

Spons Agency-American Association of School Administrators, Arlington, Va.; American Association of School Personnel Administrators, Seven Hills, Ohio.; Association of School Business Officials, Chicago, Ill.; Council of Chief State School Officers, Washington, D.C.

Pub Date-81

Note-144p.; For a related document, see ED 176 406.

Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock # 222-00026; $12.50).

Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Administrators, Boards of Education, Collective Bargaining, *Court Litigation, Educational Finance, Elementary Secondary Education, Federal Courts, Religion, *School Law, State Courts, Student Rights, Teachers, Torts

Summaries and discussions of court decisions from 1979 to the present in this monograph, the fourth in a series, are designed to keep school administrators, board members, and others informed of current judicial decisions pertaining to elementary and secondary education. Because constitutional questions, especially those focusing on the First and Fourteenth Amendments, are involved in many of the cases reported, a brief discussion of the courts' approach to these questions is presented in the first section. Cases of special concern to school officials are grouped according to the following issues and topics: school boards and board members, finance, religion, collective bargaining, administrators, teachers, pupils, and torts. The cases are discussed under descriptive headings within each chapter and the case citations are listed at the end of the volume. A glossary of legal terms is provided. (Author/MLF)

ED 210 797 EA 014 276

Tursman, Cindy

Good Schools: What Makes Them Work. Education USA Special Report.

National School Public Relations Association, Arlington, Va.

Pub Date-81

Note-97p.

Available from-National School Public Relations Association, 1801 N. Moore Street, Arlington, VA 22209 (Stock No. 411-13358; $13.95; quantity discounts).

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum, *Educational Environment, Elementary Secondary Education, *Leadership, *Organizational Effectiveness, *Principals, *Teacher Effectiveness, Time on Task

Identifiers-*School Effectiveness

Summarizing recent research, this seven-chapter report gives both characteristics and examples of effective schools and lists recommendations for achieving school effectiveness. Chapter 1 cites numerous recent studies to show that, in contradiction to earlier conclusions by James S. Coleman and Christopher Jencks, schools can be effective. Chapters 2 and 3 discuss a number of features of effective schools, including strong instructional leadership from principals, teacher effectiveness in managing the classroom and keeping students on task, a positive school climate, and curricula designed to meet students' specific educational needs. Examples of maverick'' schools in urban, suburban, and rural contexts, presented in chapters 4-6, illustrate how a wide variety of schools are effective, be they rich or poor, old or new, elementary or secondary, alternative or traditional, comprehensive or specialized, or vocational or academic. Chapter 7 reviews recommendations from educators, researchers, journalists, parents, and students for making schools effective. The recommendations involve school leadership and governance, staff skills, school expectations and monitoring of student performance, and community support. (RW)

ED 210 798 EA 014 280

McCarthy, Martha And Others

An Investigation of Supply of and Demand for School Administrators in Six States between 1975-76 and 1979-80.

Pub Date-18 Dec 81
Note-53p.; Some tables may reproduce poorly due to small size of print in original document.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Education, *Administrators, Certification, Elementary Secondary Education, *Employment Patterns, Employment Projections, Employment Statistics, Higher Education, *Job Applicants, Job Placement, *Labor Market, Labor Needs, Labor Supply, Occupational Information, Occupational Surveys, Reduction in Force, School Districts, Superintendents, Tables (Data)
Identifiers-*Administrator Supply and Demand

Data on the supply and demand ratio among school administrators were collected in six states (California, Georgia, Indiana, Massachusetts, Nebraska, and Texas) for the purposes of determining the availability of such data and the feasibility of comparing them across states and depicting supply and demand trends in the selected states. The supply pool variables considered were applicants' sex, level of academic preparation, and desired positions. Administrator demand variables were type and level of position, location (state), and type of school district (urban, suburban, medium city, and rural). Data sources included state departments of public instruction, higher education placement offices, superintendents from a sample of eight school districts in each of the six target states, and chairpersons of educational administration departments in the eight states. Problems in estimating supply and demand occurred because of difficulties in gathering data, differences in state certification, and diversity among states in record-keeping practices. The study indicates an oversupply of administrative job incumbents at the building level, especially in elementary schools. The only administrative positions for which an increase in demand was indicated were those related to federal funding priorities special education directors/supervisors and supervisors of federal programs. A number of recommendations are offered for graduate education programs and school districts. A bibliography and eight data tables conclude the study. (RW)

Plante, Robert W.

A Plan for an Out-of-District Transportation Cooperative in Rhode Island.

Pub Date-81

Note-102p.; A field project proposal submitted in partial fulfillment of the requirements for the Certificate of Advanced Graduate Study in the Department of Administration and Curriculum, Division of Graduate Studies, Rhode Island College. Bibliography may not reproduce clearly due to blurred print of original document.

Pub Type- Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Bus Transportation, Catholic Schools, Computer Oriented Programs, *Cooperative Programs, Cost Effectiveness, Elementary Secondary Education, Energy Conservation, Feasibility Studies, *Interdistrict Policies, Literature Reviews, Regional Programs, Scheduling, School Buses, School Districts, *Shared Services, Special Education, *Student Transportation, Traffic Circulation, Vocational Education

Identifiers-Rhode Island

Less than five percent of the pupils in northeastern Rhode Island Region I are transported to schools or educational centers outside of their districts. However, about 20 percent of the total transportation costs are expended for out-of-district transportation of nonpublic school, vocational, and special education students. The purpose of the study described was to determine if it would be feasible for the four school systems in the region to reduce or limit their out-of-district transportation costs by sharing services and forming a cooperative interdistrict transportation program. A search of the literature on school transportation was conducted in the areas of improving traffic arrangements, energy-saving techniques, cost-saving measures, and organization of cooperatives, specifically a transportation cooperative. Current interdistrict school transportation practices in the four school systems were identified and three cooperative transportation plans offered. A pilot plan, as an alternative to the three master plans, was suggested as a more feasible way of testing the cooperative plan and determining the actual cost savings obtained by forming a cooperative. The study concludes by proposing that a cooperative transportation group be formed by the four school districts and makes a number of related recommendations. (Author/MLF)

ED 210 800 EA 014 282

Creemers, Bert P. M.

Development and Implementation of the Dutch Comprehensive School. Management Analysis Paper.

Pub Date-81

Note-15p.; Paper presented at the Annual Seminar, Educational Change Strategies for the 80's,'' of IMTEC/International Movements Towards Educational Change (Kijkduin, The Netherlands, March 29-April 3, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comprehensive Programs, Curriculum Development, *Educational Innovation, Foreign Countries, Program Implementation, *Research Needs, Secondary Education

Identifiers-*Netherlands

To reduce the multiplicity of secondary schools, broaden students' educations, allow later career choices, and increase educational equality, the Netherlands in 1975 established several experimental comprehensive secondary schools. Opposition at the time led to the separation of the schools from the regular school system. Development of the schools was also hampered by inadequate discussion of the implementation process. Since 1975, a governmental change has reduced the schools' resources, opposition has continued, and comprehensive schools have not developed at a national level. Within the schools, lack of expertise and money has slowed organizational and curricular development. Further, lack of comparative data on the experimental schools has reduced the opportunity to learn from their experiences. In 1985 the Dutch parliament will decide whether to implement comprehensive schools nationally. A move to comprehensive schools will cause problems unless better research is available and unless the regular secondary schools are brought closer to the comprehensive schools. (RW)

ED 210 801 EA 014 283

Cohen, Michael And Others
Instructionally Effective Schools. Research Area Plan.
Pub Date- 80
Note-31p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Basic Skills, Economically Disadvantaged, Educational Research, Elementary Secondary Education, Instructional Development, *Instructional Improvement, Minority Group Children, Program Effectiveness, Research and Development Centers, *Research Design, *Research Needs, Teacher Effectiveness
Identifiers-*School Effectiveness

As part of the National Institute of Education's Teaching and Instruction Program, the Research on Instruction Team has developed a program focusing on research on Instructionally Effective Schools. Such a school is defined as having a high mean level of student achievement and no educationally significant differences between different racial, ethnic,-and social-class groups of students. This document presents the factors that support this particular emphasis for the program, summarizes the state of knowledge, and outlines proposed research. The section on the current state of knowledge presents the argument that school effectiveness is determined by school-level, classroom-level, and student factors and by the interconnections among the three. The discussion first describes the current knowledge base regarding effective instructional practices at the classroom and school levels; then it critiques this knowledge base and, in the process, identifies issues for future research. Ten proposed research projects are briefly described. Relevant educational projects at research laboratories and centers are described and their contributions to the issues discussed are identified. (Author/MLF)

ED 210 802 EA 014 286

Pohlmann, Vernon C. Chaudhari, Ramesh B.

School District-Census Geo-Reference File for Illinois for 1980.

Illinois State Univ., Normal. Center for the Study of Educational Finance.; Illinois State Univ., Normal. Community Research Center.

Pub Date-Dec 81

Note-13p.

Available from-Illinois State University, Center for the Study of Educational Finance, 331 DeGarmo Hall, Normal, IL 61761 ($1.00).

Pub Type- Reports - Descriptive (141) - Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Census Figures, *Databases, Educational Needs, Elementary Secondary Education, Enrollment Projections, Equalization Aid, Federal Aid, Minority Groups, Reference Materials, *Research Methodology, *School Demography, *School Districts

Identifiers-*Illinois

A first draft of a School District-Census Geo-Reference File for Illinois for 1980 has been completed. In this file each census enumeration district or block group is matched with the appropriate school district or districts. Companion files have also been developed for community college districts, area vocational education districts, and for a limited number of attendance areas within selected school districts. The purposes, procedures, limitations, and results of this process are explained in this paper. The geo-reference file can be used to apply income and poverty data in the 1980 census to determine federal and state funding for school districts. The file can also be used to learn the needs of groups and the distribution of minorities; to forecast future enrollment; and to facilitate a wide range of research projects as well as the funding for such studies. The authors detail step-by-step procedures to account for each line of population and geographical information listed in the 1980 census. The procedures assign the proper proportion of each census area and its population to the appropriate school district. Limitations in the geo-reference file at this point are identified and preliminary measures for evaluating the accuracy of the file are described. A technical appendix describes the file and contains an order form. (Author/MLF)

ED 210 803 EA 014 287

Price, Samuel T. And Others

Special Education Revenue Tracking Project; Program Cost Differentials; and Concentrations of Handicapped Students. Final Report.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency-Illinois State Board of Education, Springfield.

Pub Date-Nov 81

Note-43p.

Available from-Illinois State University, Center for the Study of Educational Finance, 331 DeGarmo Hall, Normal, IL 61761 ($5.00). Appendix containing technical data processing information available upon request.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, Expenditure Per Student, *Program Costs, School Districts, *Special Education, *State Programs, Tables (Data), Teacher Salaries

Identifiers-Illinois, School District Wealth

This project originally attempted to develop data tables depicting the amount of state reimbursement received by each local Illinois school district in each special education program category. It utilized state of Illinois data tapes for the 1979-80 school year. Because it was impossible to separate reimbursements by program, the original research question was abandoned. Researchers looked instead at the per pupil personnel cost of each type of special education program in Illinois and how this compared to the average per pupil personnel cost in regular classes in 1979-80. They also examined the comparative concentrations of handicapped students, by special education category, in each school district and the relationship of these concentrations to school district wealth. Findings are presented in several tables. (Author/JM)

ED 210 804 EA 014 288

Young, D. Parker, Ed.

The Yearbook of Higher Education Law, 1981.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-81

Note-169p.; For individual chapters, see EA 014 289-294. For related documents, see ED 147 945, ED 182 837, ED 198 628, and EA 014 301.

Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, KS 66606 ($13.95 prepaid; quantity discounts).

Pub Type- Books (010) - Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Collective Bargaining, College Administration, College Faculty, College Students, *Court Litigation, Educational Finance, Employees, *Federal Courts, Governance, Higher Education, Legal Responsibility, Property Accounting, *School Law, *State Courts, Torts

A comprehensive summary and analysis of all state and federal court cases involving higher education reported during the year of 1980 is provided in this fifth annual volume. The document constitutes an annual reference to higher education law for those interested in both public and private institutions of higher education. Each chapter has been authored by individuals who are experts in higher education law and specialists in their topic. The chapter topics are governance and finance, property, liability, employees, collective bargaining, and students. Under each topic are from six to nineteen sub-headings. Legal citations are posted on each page. A table of cases and an index are provided for the book as a whole. (MLF)

ED 210 805 EA 014 289

McGhehey, M. A.

Governance and Finance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-81

Note-11p.; Chapter 1 of The Yearbook of Higher Education Law, 1981'' (EA 014 288). For related documents, see EA 014 288-294.

Available from-Not available separately; see EA 014 288.

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-College Administration, *Court Litigation, *Educational Finance, Federal Courts, *Governance, Higher Education, *School Law, State Courts

Court decisions resulting from litigation regarding higher education governance and finance are discussed in this chapter. Governing body authority and intergovernmental relations are the subjects of a number of cases. Three cases involve questions of licensing of private institutions of higher education by state agencies. Other cases illustrate the wide variation among the states in the granting of tax-exempt status for higher education institutions. (Author/MLF)

ED 210 806 EA 014 290

Bickel, Robert D. Zeller, Trisha A.

Property.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-81
Note-13p.; Chapter 2 of ''The Yearbook of Higher Education Law, 1981'' (EA 014 288). For related documents, see EA 014 288-294.
Available from-Not available separately; see EA 014 288.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Contracts, *Copyrights, *Court Litigation, Educational Facilities, Federal Courts, Higher Education, Land Acquisition, *Property Accounting, *Property Taxes, *School Law, State Courts, Zoning

A number of cases related to property issues involving institutions of higher education are examined in this chapter. Cases discussed touch on such topics as funding for property and equipment acquisition; opposition to building construction or demolition; zoning issues; building construction and equipment contracts; and lease agreements. Current issues involving tax classifications for educational institutions are detailed in cases about a realty transfer tax and a property tax. Two final cases concern intangible property a copyright infringement and a trademark registration. (Author/MLF)

ED 210 807 EA 014 291

Hollander, Patricia A.

Liability.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-81

Note-23p.; Chapter 3 of The Yearbook of Higher Education Law, 1981'' (EA 014 288). For related documents, see EA 014 288-294.

Available from-Not available separately; see EA 014 288.

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Civil Rights, *Court Litigation, Due Process, Federal Courts, Higher Education, *Legal Responsibility, *School Law, State Courts, *Torts, Workers Compensation

Identifiers-Defamation, Governmental Immunity, Negligence

Recent court cases involving tort liabilities of institutions of higher education are discussed in this chapter. Issues addressed include negligence citations for injuries in physical education classes, a wrongful death suit, medical malpractice cases, and slip and fall accidents. Other cases included fraudulent misrepresentation, defamation of character, worker's compensation, and statutes of limitation. Several governmental immunity cases addressed the question of whether or not public educational institutions are protected against tort suits. A number of procedural decisions are discussed that concern liability. The final cases discussed concern claims of violations of constitutional or statutory rights without due process of law. (Author/MLF)

ED 210 808 EA 014 292

Jones, Thomas N.

Employees.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-81
Note-60p.; Chapter 4 of "The Yearbook of Higher Education Law, 1981" (EA 014 288). For related documents, see EA 014 288-294.
Available from-Not available separately; see EA 014 288.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Age Discrimination, Contracts, *Court Litigation, Dismissal (Personnel), *Employment Practices, *Equal Opportunities (Jobs), Faculty College Relationship, Federal Courts, Freedom of Speech, Higher Education, Labor Legislation, *Personnel Policy, Racial Discrimination, Retirement Benefits, *School Law, Sex Discrimination, State Courts, Tenure, Workers Compensation

The purpose of this chapter is to offer an overview and analysis of all the cases rendered during 1980 concerning the legal parameters of employment issues in institutions of higher education. Judicial review of employment decisions encompassed a broad range of actions, including selection and appointment; dismissal and nonrenewal; the termination of faculty positions due to financial exigency; employment discrimination based on handicap, sex, race, age, and national origin; entitlements to benefits in the form of retirement pay; and unemployment and workmen's compensation. (Author/MLF)

ED 210 809 EA 014 293

Metzger, Mark J. Zirkel, Perry A.

Collective Bargaining.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-81

Note-17p.; Chapter 5 of The Yearbook of Higher Education Law, 1981'' (EA 014 288). For related documents, see EA 014 288-294.

Available from-Not available separately; see EA 014 288.

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Arbitration, *Collective Bargaining, *Court Litigation, Federal Courts, Higher Education, *School Law, *Scope of Bargaining, State Courts, Unions

This chapter discusses litigation concerned with collective bargaining issues at the postsecondary level. The material is organized to follow the basic sequence of steps in the negotiation process, from the rights of organization to the issues of arbitration. Issues covered include determination of bargaining units, scope of bargaining, union security, and bargaining conduct. (Author/MLF)

ED 210 810 EA 014 294

Gehring, Donald D. Young, D. Parker

Students.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-81
Note-31p.; Chapter 6 of The Yearbook of Higher Education Law, 1981'' (EA 014 288). For related documents, see EA 014 288-294.
Available from-Not available separately; see EA 014 288.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Athletics, Civil Rights, College Admission, *College Students, *Court Litigation, Due Process, Fees, Higher Education, Law Students, *School Law, Search and Seizure, *Student College Relationship, Student Costs, Student Financial Aid, Student Organizations, Student Publications, *Student Rights, Tuition
Identifiers-First Amendment

Court cases involving the relationship between institutions of higher education and their students during 1980 are discussed in this sixth and final chapter. A number of cases concerned constitutional issues such as rights of expression, due process, and association; separation of church and state; and freedom from undue search and seizure. Also considered are cases involving university regulation of students and policies on tuition, admissions, housing, graduation, athletics, financial aid, and student organizations. The impact of parent and spouse support, issues affecting law students, and questions relating to jurisdiction in cases involving students are also discussed. (Author/MLF)

ED 210 811 EA 014 295

Seifert, Edward H.

Public Relations for a Developing Educational Administration Program.

Pub Date-Aug 81
Note-6p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, Conferences, *Educational Administration, Higher Education, Internship Programs, Job Placement, *Marketing, Newsletters, Vocational Followup
Identifiers-*Southwest Texas State University

To assist educators building new programs in educational administration, the author describes six devices used at Southwest Texas State University to promote and market its educational administration division. The devices include conferences, internships, a newsletter, graduate followup, job placement, and the uniqueness of the program itself. The division's six conferences a year attract elementary and secondary administrators from all over Texas. Its administrative intern program gives the division access to practicing school administrators and thereby aids recruiting. The newsletter provides visibility for the program and promotes information dissemination about its faculty and graduates and about new administrative processes. Through the job placement and graduate followup devices, the division keeps track of its graduates' progress, gets feedback on its program, and provides a service to attract prospective students. Meeting the needs of both its students and public schools makes the program unique and easier to market. (Author/RW)

ED 210 812 EA 014 296

Cooper, Constance Carter

The Universality of Administrative Competencies: Lessons Learned from the Doctoral Leadership Program at Seattle University.

Pub Date-Aug 81

Note-13p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Doctoral Programs, *Educational Administration, Higher Education, Leadership Qualities, *Leadership Training, *Management Development

Identifiers-*Leadership Effectiveness, Seattle University WA, *Universality

Seattle University's three-year doctoral program in educational leadership both teaches and tests the hypothesis that universal behaviors exist which are generic to effective leadership in any organization in any field. Leadership effectiveness research shows that the critical factor lies in appropriately integrating both task-oriented and interpersonal behaviors, work and interaction facilitation, and goal emphasis. In the first summer of the doctoral program the students learn to meet nine core objectives that combine this critical factor with analysis of their own skills and educational organizations and the establishment of positive relationships with the faculty and other students. In the following months the students apply what they have learned to their work situations through a Leadership Effectiveness and Change Plan.'' The second year is devoted to carrying out an Organizational Analysis and Change Plan.'' In the third year each student continues in a Personal Growth Plan.'' Students report back in writing to the faculty throughout the program. This process of study, application, analysis, and reporting constitutes an effective model of leadership training whose results yield further proof of the unviversality of effective leadership behaviors. (Author/RW)

ED 210 813 EA 014 297

Splitt, David A.

Policy Problems? Check How Policy Is Set Not Just What It Says.

National School Boards Association, Washington, D.C.
Pub Date-Dec 81
Note-6p.
Journal Cit-Updating School Board Policies; v12 n12 Dec 1981
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Problems, *Board of Education Policy, Citizen Participation, Elementary Secondary Education, Legal Problems, Parent Participation, *Policy Formation, Program Implementation
Identifiers-Policy Analysis

The fictive account of a school board's problems with a new policy illustrates the need to involve all affected groups in the policy-making process. The ``Sleepy Hollow Board of Education'' early in the school year adopts a policy discontinuing social promotions of academically unqualified students. After a year of pressure and protest from teachers, parents, and students, the board is forced to rescind its policy. The cause of the board's failure lies not in the policy itself but in six mistakes made in the policy-formation process. First, the board acted too fast, adopting the policy at the same meeting at which it was proposed. Second, it made no administrative analysis of the policy and failed to gather input from teachers and administrators. Third, it supplied administrators with no detailed implementation plan. Fourth, it gave no opportunity for parent input and failed to create adequate public awareness. Fifth, the board provided no forum for public debate among the interested groups. Finally, it did not make a legal analysis of the proposed policy. (RW)

ED 210 814 EA 014 298

Hill, T. Susan

Everyone Knew the Board's Policy. How One District Breezed Through the Holidays.

National School Boards Association, Washington, D.C.

Pub Date-Jan 82

Note-6p.

Journal Cit-Updating School Board Policies; v13 n1 Jan 1982

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Advisory Committees, *Board of Education Policy, Citizen Participation, Elementary Secondary Education, *Policy Formation, *Religion, Religious Differences, State Church Separation

Identifiers-Cedar Rapids Community School District IA, *Holidays

When problems arose among parents and religious groups over the observance of religious holidays in schools, the Cedar Rapids (Iowa) school board appointed an ad hoc study committee to investigate the issue and make recommendations. The committee represented parents and local businesses and government as well as many local churches and religious groups, both sexes, and several races. It approached the problem in three phases. First, drawing on local professors for expertise, the committee studied the legal questions involved in holiday observance and in the role of religion in the public schools. In phase two the committee reviewed a wide variety of written resources, including position papers from various citizen groups, legal briefs, district correspondence, petitions, newspaper stories, and policies of other school boards. Phase three involved committee interviews with local principals and community and religious groups. The committee then wrote a final report, which was widely circulated, discussed at public meetings and in the press, and eventually accepted in toto by the school board as its policy for one year. The report, which stressed awareness of others' views, proved successful during the next holiday season, so the board adopted its essential elements as its permanent policy. (RW)

ED 210 815 EA 014 299

Student Advisory Board, 1980-81. Report.

Pennsylvania State Dept. of Education, Harrisburg. Student Advisory Board.

Pub Date- 81

Note-37p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advisory Committees, High Schools, Lobbying, Publicity, Special Education, State Departments of Education, Student Evaluation of Teacher Performance, Student Needs, *Student Organizations

Identifiers-*Student Advisory Board PA

Pennsylvania's Student Advisory Board (SAB) was created by the state Department of Education to represent high school students at the state level. This SAB annual report begins with excerpts from the Student Awareness Day program, including Governor Dick Thornburgh's remarks and proclamation and brief statements by state and SAB officials. The bulk of the document consists of SAB committees' reports on their activities and publications. Included are summaries and materials from the Communications Committee, which is responsible for SAB publicity; the Legislative Committee, charged with getting a state law passed mandating the SAB; the Individual Needs Committee, whose goal is to make the educational system more responsive to handicapped and gifted students' needs; and the Student Observation of Teachers and Teaching Techniques Committee, charged with promoting teachers' voluntary use of a form on which students rate their teachers. (RW)

ED 210 816 EA 014 300

Working Together. A Handbook for Citizen Advisory Groups.
Salem Public Schools, Oreg.
Pub Date-Sep 81
Note-101p.
Available from-Citizen Involvement Coordinator, Salem Public Schools, P.O. Box 12024, Salem, OR 97309 ($5.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advisory Committees, *Citizen Participation, Elementary Secondary Education, Group Dynamics, Leadership Responsibility, Meetings, *Organizational Effectiveness, School Community Relationship, School Districts

Although designed specifically for citizen groups involved with public schools in Salem (Oregon), this handbook contains suggestions relevant to other citizen advisory groups. The primary purpose of the handbook is to assist such groups in being able to work together effectively. A collection of many short outlines, checklists, and articles drawn from various sources is organized in five sections: general information on Salem Public Schools, citizen advisory group organization and operation, group dynamics, group leadership, and useful resources and a bibliography. (Author/MLF)

ED 210 817 EA 014 301

Young, D. Parker, Ed.
The Yearbook of Higher Education Law, 1978.
National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78
Note-226p.; For individual chapters, see EA 014 302-307.
Available from-National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, KS 66606 ($9.95 prepaid).
Pub Type- Books (010) - Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Collective Bargaining, College Administration, College Faculty, College Students, Contracts, *Court Litigation, Educational Finance, Employees, *Federal Courts, Governance, Legal Responsibility, Postsecondary Education, Property Accounting, *School Law, *State Courts, Torts

In this second annual volume is a comprehensive summary and analysis of all state and federal court cases involving higher education reported during 1977. The chapters have been authored by individuals who are experts in higher education law and specialists in their topics. Chapter topics include governance and finance, property, liability, employees, collective bargaining, and students. Within the chapters, the cases are discussed under from six to nineteen sub-headings. Legal citations are posted in the body of the chapters. A table of cases and an index are provided for the book as a whole. (Author/MLF)

ED 210 818 EA 014 302

McGhehey, M. A.

Governance and Finance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-26p.; Chapter 1 of The Yearbook of Higher Education Law, 1978'' (EA 014 301). For related documents, see EA 014 301-307.

Available from-Not available separately; see EA 014 301.

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-College Administration, *Court Litigation, *Educational Finance, Federal Courts, *Governance, Higher Education, *School Law, State Courts

Court litigation concerning governance and finance in higher education demonstrates lawyers' attempts to extend the legal principles established in one educational system to different systems. Intergovernmental relations cases involve educational institutions' connections with counties, cities, states, and various public agencies. Because of an increasing volume of litigation, cases involving private institutions are discussed in a separate section. Other governance issues discussed concern open meeting laws, accreditation, and licensing. Three cases involve church-state issues, and four cases bear on wills and trusts. The question of the tax-exempt status of property owned or used by educational institutions is the subject of four cases. Grouped under a miscellaneous heading are cases concerning a transfer of territory, governmental immunity, and advertising for bids. (Author/MLF)

ED 210 819 EA 014 303

Piele, Philip K.

Property.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date-78

Note-12p.; Chapter 2 of The Yearbook of Higher Education Law, 1978'' (EA 014 301). For related documents, see EA 014 301-307

Available from-Not available separately; see EA 014 301.

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Contracts, *Court Litigation, Federal Courts, Higher Education, Land Acquisition, *Property Accounting, *School Construction, *School Law, State Courts, Taxes, Zoning

A review of cases involving higher education property matters shows that many are concerned with building construction, equipment installation, or repair contracts. A number of other cases involve routine conflicts between colleges or universities and other governmental entities over matters such as requests for special exceptions to zoning regulations, challenges to new telephone connection rates, and requests for duty exemption for imported equipment. Two cases involve the rights and values of individuals in conflict with the prerogatives of institutions. One was an attempt to block the construction of a building on the site of the Kent State University (Ohio) tragedy of 1970. The other involved an effort to prevent a Dallas (Texas) community college board from carrying out plans to tear down three buildings of historic value. (Author/MLF)

ED 210 820 EA 014 304

Hollander, Patricia A.

Liability.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-20p.; Chapter 3 of The Yearbook of Higher Education Law, 1978'' (EA 014 301). For related documents, see EA 014 301-307.
Available from-Not available separately; see EA 014 301.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Court Litigation, Due Process, Federal Courts, *Legal Responsibility, Postsecondary Education, *School Law, State Courts, *Torts
Identifiers-*Defamation

This chapter on liability covers a number of cases alleging negligence by colleges, universities, and university hospitals filed by patients and injured students. Liability issues are also part of defamation of character suits. Oral statements are known as slander, while written statements which defame are called libel. In certain situations, statements which otherwise would be adjudged defamatory are permissible under qualified or absolute privileges; several cases involving tenure and promotion benefited from this consideration. Other issues considered in this chapter are statutes of limitation and both sovereign and charitable immunity. Miscellaneous procedural decisions involved arbitration, reviews of the amount of damages awarded, attempts to change a verdict, and conflicting laws on potential liability for money damages. Other liability cases concern alleged violations of constitutional rights without due process. (MLF)

Bickel, Robert D.
Employees.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-43p.; Chapter 4 of The Yearbook of Higher Education Law, 1978''
(EA 014 301). For related documents, see EA 014 301-307.
Available from-Not available separately; see EA 014 301.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory
Materials (090) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Age Discrimination, College Administration, *Court
Litigation, Dismissal (Personnel), *Employees, *Employment Practices,
Equal Opportunities (Jobs), *Faculty College Relationship, Federal
Courts, Higher Education, *Personnel Policy, Racial Discrimination,
Retirement Benefits, *School Law, Sex Discrimination, State Courts,
Teacher Dismissal, Tenure, Workers Compensation

Judicial review of college and university decisions regarding faculty and other employees continues to encompass a broad range of actions, including selection and appointment; evaluation of performance; substantive and procedural aspects of nonretention or dismissal; alleged employment discrimination based upon sex, race, age, or national origin; personal injury; and entitlement of benefits in the form of retirement pay or unemployment or workmen's compensation. In many instances, the courts continue to draw distinctions between public and private colleges and universities. A general understanding by administrators of the cases presented in this chapter can be useful in the identification of potential legal problems or issues arising from contemplated personnel actions and in discussions with legal counsel concerning such actions. (Author/MLF)

ED 210 822 EA 014 306

Zirkell, Perry A.
Collective Bargaining.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-14p.; Chapter 5 of The Yearbook of Higher Education Law, 1978'' (EA 014 301). For related documents, see EA 014 301-307.
Available from-Not available separately; see EA 014 301.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Arbitration, *Collective Bargaining, *Court Litigation, Federal Courts, Grievance Procedures, Postsecondary Education, *School Law, Scope of Bargaining, State Courts, Unions

Higher education collective bargaining cases reviewed in this chapter follow the basic sequence of steps in the negotiation process, from issues of the rights of organization and negotiation through scope of bargaining, bargaining conduct, and union security to the ultimate problems of strikes and contract enforcement. Within this common outline, the patterns of litigation vary because of differences and shifts legislation. Collective bargaining in most private colleges and universities is governed by the National Labor Relations Act. In public institutions of higher education, collective bargaining depends on state rather than federal legislation, with the pattern varying for virtually every step in the negotiations process. The number of higher education collective bargaining cases reported in this chapter is more than triple the number in the previous Yearbook.'' (Author/MLF)

ED 210 823 EA 014 307

Gehring, Donald D. Young, D. Parker

Students.

National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date-78
Note-93p.; Chapter 6 of ''The Yearbook of Higher Education Law, 1978''
(EA 014 301). For related documents, see EA 014 301-307.
Available from-Not available separately; see EA 014 301.
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory
Materials (090) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Athletics, Civil Rights, College Admission, *College
Students, Consumer Protection, *Court Litigation, Due Process, Federal
Courts, Fees, Law Students, *School Law, Search and Seizure, State
Courts, *Student College Relationship, Student Costs, Student
Financial Aid, Student Organizations, Student Publications, *Student
Rights, Tuition

A review of 1977 cases that involved students and institutions of higher education indicates that students seem to be more concerned with their rights as educational consumers. The majority of cases concern controversies focusing on classroom and academic evaluation and treatment of students; receipt of various forms of financial aid; use of student fees, fines, and other charges; and generally ''getting what I paid for.'' The other issue which seems to be emerging relates to standards for admission. Further, many 1977 educational-consumer cases involved graduate and professional students who invested a great deal of time and money in their educational preparation. Other issues addressed in this chapter include due process, search and seizure, religious matters, publications, organizations, resident housing, athletics, parental support of students, and student voting. (Author/MLF)

ED 210 824 EA 014 308

Thiemann, Francis C.

Biological Systems and Career Analysis.

Pub Date-Aug 79

Note-17p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, Canada, August 12-16, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators, *Career Development, Charts, *Educational Administration, Leadership, State Surveys, *Theories

Identifiers-Alberta, *Career Paths, *Wave Theory

Neither a review of the literature nor three data displays (showing career paths, general influence patterns, and predecessor and successor influence patterns) yield a generative or explanatory theory by which to understand data collected on the professional career paths of Alberta (Canada) educational administrators. The data came from a survey of 1,243 administrators and from over 100 interviews. Alternative models, however, can be derived from the application of wave theory to the biology of slime mold. After slime mold has been starved for eight days, certain cells begin pulsating. The pulsations spread in waves and cause the mold to form either cloud'' or galaxy'' patterns or a primordial slug pattern that eventually leads to spore dispersion. Application of wave theory to the Alberta data indicates that, just as only starving slime mold begins pulsating, in all administrative structures the leaders come from one of the poorest units. Wave theory may also explain the rise of specific structures, through one individual whose pulsations'' meet the needs of the group and attract other individuals to the pulsator. Further research is needed to test the usefulness of wave theory for career path analysis. (Author/RW)

ED 210 825 EA 014 309

Thiemann, Francis C.
Semiotic Analysis.
Pub Date- 79
Note-20p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Analysis, Definitions, Intellectual History, Logic, Matrices, Organizational Theories, *Semiotics

Semiotic analysis is a method of analyzing signs (e.g., words) to reduce non-numeric data to their component parts without losing essential meanings. Semiotics dates back to Aristotle's analysis of language; it was much advanced by nineteenth-century analyses of style and logic and by Whitehead and Russell's description in this century of the role of language in logic. Recent writers have applied semiotics to sociological data and content analysis. The method of semiotic analysis comprises, first, definition reduction and, second, identification of interrelationships. In definition reduction, a frequency dictionary of all words used is created, from which synonyms are drawn and categories created. The categories are then combined in a symmetrical matrix and logical decision rules are used to identify their interrelationships. An example of semiotic analysis illustrates how to apply it to a set of descriptive propositions concerning a new administrator in a school organization. Semiotic analysis may be used in case or policy studies or in any area where many words are used to describe phenomena. Organizational theorists can use semiotic analysis to reduce inconsistencies, identify central issues or parameters, and analyze observational notes. (Author/RW)

ED 210 826 EA 014 311

Holt, Howard B.

The Most Successful Single Administrative In-Service Activity I Know About.

Pub Date-Aug 81

Note-7p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators, Elementary Secondary Education, *Inservice Education, *Leadership Styles, *Management Development

An inservice program for administrators that received high praise from San Diego (California) school administrators was a management style seminar using the Personnel Profile System'' and the Activity Perception System'' developed by John G. Geier. After briefly discussing a number of different systems that describe management styles, the author describes the Geier materials and summarizes the formal and informal responses to the workshops presented for administrators. (MLF)

ED 210 827 EA 014 312

Stalcup, Robert J. Wilson, Jerry L.

Preparing College Administrators: Fact and Fancy.

Pub Date-17 Aug 81
Note-17p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).
Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, *Administrator Role, *College Administration, Higher Education, Job Analysis, *Occupational Information, Occupational Surveys, Program Development, Questionnaires, *Role Perception, Two Year Colleges

The universality of administrative functions and tasks is sufficiently established to make special preparation programs for any one group of higher education administrators unjustifiable. This thesis is based on research undertaken to determine if significant differences existed in the functions or tasks performed by presidents, vice-presidents of academic affairs, academic deans, and department chairpersons in selected two-year and four-year public institutions of higher education. Questionnaire responses were received from 24 presidents, 28 vice-presidents, 25 deans, and 18 chairpersons representing 27 two-year colleges and 30 four-year institutions. The only differences that were found within, between, and among public junior/community and public senior college institutions or in the operation of the key administrative positions within, between, and among these institutions is in the frequency with which various administrative functions and related tasks are performed. For administrator preparation, these data suggest that separate programs to train two-year and four-year college administrators are unnecessary and that the theory of universality of administrative functions should be a keystone of administrator preparation programs. In addition, core areas and foundation courses are fundamental, and related disciplines such as industrial engineering, business administration and management, political science, and public administration have much to offer. (Author/MLF)

ED 210 828 EC 140 608

Suelzle, Marijean Keenan, Vincent

El Mundo del Nino con Trastornos del Desarrollo: Un Manual para Padres con un Directorio de Servicios que Existen para las Familias del Condado de Lake, Illinois (The World of the Child with Developmental Disorders: A Parents Manual with a Directory of Services for Families in Lake County, Illinois).

Northwestern Univ., Evanston, Ill. Center for Urban Affairs.
Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
Pub Date-80
Grant-843-02
Note-246p.; For the English edition of this handbook, see EC 122 813.
Language-Spanish
Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Autism, Cerebral Palsy, Child Advocacy, *Community Services, Consumer Education, Definitions, *Developmental Disabilities, Directories, Early Childhood Education, Elementary Secondary Education, Epilepsy, Etiology, *Family Financial Resources, History, Mental Retardation, *Parent Role, *Student Needs
Identifiers-*Illinois (Lake County), Parent Materials

Intended for parents of developmentally disabled children, the handbook, in Spanish, provides information on service needs and services available in Lake County, Illinois. Section I focuses on life course planning with sections of diagnosis and assessment, professionals involved with special education, education for the developmentally disabled, vocational services, and living environments. A second section discusses family support services in the following areas: health care, family counseling, recreation, community services, financial planning, and family planning. Section III, on consumer action, addresses parents and the needs of children at home, parents of children in programs, parents as members of parents' organizations, parents as planners of programs, and parents as legal and legislative forces. A final section describes the causes, identification, and treatment of mental retardation, cerebral palsy, epilepsy, and autism; and considers a noncategorical definition of developmental disabilities. Also provided are a philosphy and history of developmental disabilities services, specifically in Lake County; and a directory of services for Lake County families. (SB)

ED 210 829 EC 140 609

Walker, Kay P., Ed. And Others

Project Sunrise Proceedings Document. The Annual Montana Symposium on Early Education and the Exceptional Child (2nd, Billings, Montana, April 1-3, 1981.)

Eastern Montana Coll., Billings. Inst. for Rehabilitative Service.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 81
Note-217p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Autism, Burnout, Computer Assisted Instruction, *Cost Effectiveness, *Disabilities, Early Childhood Education, Home Instruction, Inservice Teacher Education, Interdisciplinary Approach, *Labeling (of Persons), *Program Development, *Rural Education, Seizures, Student Evaluation, Teaching Skills, Team Teaching

Four keynote speeches and 14 sectional presentations comprise the proceedings of the April 1981 Montana Symposium on Early Education and the Exceptional Child. The first speech, entitled The Yellow Brick Road Does it Lead to Oz or Abyss?'' by B. Fredericks, stresses the importance of gathering solid research evidence to demonstrate that early childhood programs for the handicapped are not only educationally beneficial but also cost effective. A second speech by Fredericks, The Country Children Who Serves Them?'' describes two methods of serving rural handicapped children, the rural aide model and a parent training model. N. Haring, in How to Tell Who You're Teaching Without a Label,'' stresses the disadvantages of labeling handicapped children and proposes that intervention strategies be identified instead. M. Karnes offers Components of an Exemplary Program for Young Handicapped Children'' and stresses the value of each individual, the child, his/her family, and the staff. Sectional presentations have the following titles and authors: Creative Use of a Resource Library for Meeting Teacher Competencies, Serving Native American Pre-Schoolers'' (S. Bailey); Interdisciplinary Inservice Training for Identification/Assessment of Preschool Handicapped Children; A Functional Planning Model'' (D. Banman, E. Husband); Independence V. S. Agency Addiction Dollars and Sense of the Home Training Model'' (S. Dow, R. Wheeler); Focus on Teaming Training Interdisciplinary Teams for Preschool Programs'' (M. Flynn); Burnout Symptoms and Solutions for Teachers and Parents'' (M. Hagen); Modifying the Pre-School Environment to Meet the Needs of the Seizure Disordered Child'' (A. Hilton, G. Gay); How the WISP Was Won A Model of Services for Handicapped Infants and Toddlers'' (J. Jelinek, et al.); Assessment and Evaluation Techniques with Infants and Young Children'' (C. McKennan, W. Nickoloff); Administrative Issues in Developing Programs for Pre-School Children'' (N. Owings, L. Holmquist); Project Family Link I A Home-Based Intervention Program for Yound Handicapped Children and Their Families'' (M. Riley); Teaching Self-Control to Young Handicapped Children'' (S. Robertson); Facilitator An Alternative Service Model'' (B. Stilwell); Computer Assisted Instruction New Help for Special Education Students'' (R. Swenson, J. Kingman); and Ideas and Programs for Autistic Children in the Public School'' (J. Syndergaard). (DB)

ED 210 830 EC 140 610

Walker, Kay, Ed. And Others
Views: An Early Childhood Special Education Newsletter.
Eastern Montana Coll., Billings. Inst. for Rehabilitative Service.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date-81
Grant-G008001754
Note-65p.
Journal Cit-Views: An Early Childhood Special Education Newsletter; v1 n1-4 1980-81
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Burnout, *Child Advocacy, *Disabilities, Early Childhood Education, Lobbying, Needs Assessment, *Private Financial Support, *Program Effectiveness, Staff Development

Four issues (1980/81) of Views, an early childhood special education newsletter published by Project Sunrise Outreach in Montana, are collected in the document. Each issue contains one or two feature articles, and sections on early childhood programs, news from the states (Montana, Wyoming, and Idaho), comments from colleagues, research summaries, reviews of instructional materials, teaching ideas, reviews of publications, and a calendar of upcoming events. Feature articles have the following titles and authors: A Rationale for Early Intervention'' (K. Walker); Staff Development Assessing Needs'' (D. Munson); Private Sector Funding'' (A. Moreau); The Long Range Effects of Early Childhood Education on a Developmentally Disabled Population'' (B. Fredericks); Burnout Teachers and Parents'' (M. Hagen); Oil That Squeaking Wheel'' (L. Phillips on how to influence legislators); and Effectiveness, Efficiency, and Advocacy of Early Education Programs in Times of Fiscal Restraint'' (D. Gentry). (DB)

ED 210 831 EC 140 631

Bryant, N. Dale And Others
LD Efficient'' Instruction in Phonics: Applying Sound Learning

Principles to Remedial Teaching. Addendum: Field Replication: LD Efficient'' Phonics Procedures. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-40p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Language Acquisition, *Learning Disabilities, *Phonics, *Remedial Instruction

The study involving 36 learning disabled elementary students investigated a data based model of remedial phonics instruction which incorporated such principles as providing focus, teaching for mastery, distributing practice, training for discrimination, and emphasizing strategies for transfer. Ss, drawn from special education classes or clinics, were taught for nine 30 minute periods over 3 weeks. Posttest performances indicated that these children were able to learn over 75% of the words taught, to apply the vowel sounds taught to over 60% of the novel words presented, and to read 60% of the training and transfer words presented within the context of sentences. Results confirmed the importance of the application of learning principles to phonics instruction for a disabled population. (Author/SB)

ED 210 832 EC 140 632

Bryant, N. Dale And Others

Applying the Mastery Model to Sight Word Instruction for Disabled Readers. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Pub Date-80

Contract-300-77-0491

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Learning Disabilities, *Mastery Learning, *Reading Difficulties, *Sight Vocabulary, Teaching Methods

The study involving 32 learning disabled elementary school students evaluated the effect of applying a mastery learning model to sight word instruction. Ss were taught 30 sight words in nine lessons over a period of 3 weeks. Lessons incorporated the following remedial principles: limiting the size of the teaching unit, giving discrimination training, providing adequate practice and review, and utilizing a variety of contexts to insure transfer. Posttest performance, at the end of the 3 weeks, indicated that 84% of the sample was able to attain 80% or better accuracy on lists or sentences containing the 30 words. Results of the investigation suggested that a majority of learning disabled children can reach mastery on sight words within a reasonable time framework if instruction incorporates important remedial principles. (Author/SB)

ED 210 833 EC 140 633

Bryant, N. Dale And Others

Designing Spelling Instruction for Learning Disabled Youngsters: An Emphasis on Unit Size, Distributed Practice, and Training for Transfer. Addendum: A Small Scale Investigation of the Relative Effectiveness of LD Efficient'' Lessons in Spelling. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Learning Disabilities, *Remedial Instruction, *Spelling Instruction, Teaching Methods

To enhance spelling achievement, 17 learning disabled (LD) elementary school students were instructed for eight sessions over a period of 3 weeks with lessons that incorporated reduced unit size, distributed practice and review, and training for transfer. Each week of instruction included training on both irregular and regular spelling words. While the children could spell less than 10% of the words on the pretest, they were able to achieve on transfer words on a delayed posttest. Findings suggested that disabled children can improve their spelling skills if sound remedial principles are applied consistently. The instructional sequence described can serve both as an example of effective spelling instruction and as a diagnostic, trial remediation technique for a disabled population. Appended is a paper titled A Small Scale Investigation of the Relative Effectiveness of LD Efficient'' Lessons in Spelling'' by N. Bryant, et al. (Author/SB)

ED 210 834 EC 140 634

Fayne, Harriet R. Bryant, N. Dale
The Relative Effect of Various Word Synthesis on the Phonics Achievement of Learning Disabled Youngsters. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-30p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decoding (Reading), Elementary Education, Learning Disabilities, Neurological Impairments, Phonics, *Reading, *Reading Difficulties, Remedial Reading, Teaching Methods, *Transfer of Training, Word Recognition

The study involving 105 neurologically impaired or learning disabled elementary school children examined the relative effectiveness of various word attack strategies for a reading disabled population. Children were taught with lessons over a 2 day period which provided direct instruction on a medial vowel sound, practice on monosyllabic words containing the sound, and specific transfer training on nonsense syllables. Word attack strategy was varied for the five treatment groups: (1) initial bigram training in which words were broken down into two components the initial bigram and the final consonant; (2) final bigram training in which words were broken down into two components the initial consonant and the final bigram; (3) letter by letter training in which words were broken down into individual phonemes; (4) initial-final bigram training in which words were broken down into individual bigram and final consonant on Day 1 and by the initial consonant and final bigram on Day 2; and (5) final-initial bigram training in which words were broken down first by the initial consonant and final bigram on Day 1, and then by the initial bigram and final consonant on Day 2. The initial bigram strategy yielded significantly better performance on transfer words. The strategy appeared to be differentially effective because it emphasized both left to right processing and reduced the number of units to be synthesized. This finding called into question approaches which emphasize rhyming patterns or letter by letter decoding. (Author/SB)

ED 210 835 EC 140 635

Bryant, N. Dale Gettinger, Maribeth
Eliminating Differences Between Learning Disabled and Nondisabled
Children on a Paired Associate Learning Task. Technical Report
Columbia Univ., New York, N.Y. Research Inst. for the Study of
Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Learning Disabilities, Learning Processes, *Paired Associate Learning, Reading Instruction, Retention (Psychology), Sight Vocabulary, Visual Stimuli

Thirty learning disabled and thirty nondisabled children (mean age 10 years) were compared on a paired associate learning task that simulated the process of sight word learning. Two instructional variables (response competition and stimulus complexity) that have been hypothesized as contributing to overloading in learning disabled children, were manipulated during the teaching of 16 symbol(s)-word associations. Results indicated that: overall, the learning disabled group had lower accuracy and retention scores than the nondisabled group; and the reduction of either response competition of stimulus complexity during instruction significantly improved the accuracy and retention of the disabled children, but did not significantly influence the performance of the nondisabled group. The study demonstrated that the difference in learning and retention of learning disabled and nondisabled children can be virtually eliminated by using instructional modifications that reduce overloading. (Author)

ED 210 836 EC 140 636

Fayne, Harriet R.

Phonics Instruction for Disabled Learners: Applying Theory to Method. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Pub Date-80

Contract-300-77-0491

Note-45p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Learning Disabilities, Learning Processes, Literature Reviews, *Phonics, Remedial Instruction, *Remedial Reading, Teaching Methods

To design effective remedial phonics instruction, it is necessary to examine both learner characteristics and task requirements. The paper integrates research related to information processing and psycholinguistics to formulate questions which can be used to evaluate techniques and materials used with a learning disabled population. Information processing stages are described, including eye fixation, visual information storage, short term memory, and long term memory. Processing deficits which affect perceptual learning and interfere with coding in reading disabled students are noted. A critical survey of laboratory and field research related to initial reading acquisition indicates that attention needs to be paid to the following instructional principles: providing focus, teaching decoding strategies, limiting unit size, and giving sufficient practice. (Author)

ED 210 837 EC 140 637

Gille, Isabelle Fayne, Harriet R.
The Effect of Practice vs. Practice with Informative Feedback on Sight Word Vocalization Time for Normal and Disabled Readers. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Drills (Practice), Elementary Education, *Feedback, Reaction Time, *Reading Difficulties, *Reading Rate, *Sight Vocabulary

The study involving 11 reading disabled and 9 normal elementary school children evaluated the relative efficacy of practice with feedback on accuracy and practice with feedback on both accuracy and response rate related to response speed on word reading performance. Ss were exposed to randomized blocks of 10 high frequency words and 20 words which appeared infrequently in elementary reading materials. The low frequency words were taught over a period of 2 weeks within lessons designed to incorporate principles such as distributed practice, reduced unit size, and training in varied contexts. The group of 30 words were photographed onto individual slides and projected onto a wall. Vocalization speeds for each child were recorded. In the practice only (P) condition, children were exposed to the words and received information about the accuracy of their responses. In the practice plus feedback (PPF) condition, Ss received information regarding their vocalization speed as well as accuracy. Findings indicated that disabled readers had significantly slower vocalization times for both high and low frequency words than did their normal peers. The normal readers evidenced relatively stable prformance across trials under both conditions, while disabled readers had a more rapidly decelerating curve under PPF than under P. Results demonstrated that informative feedback serves as a cue for successive trials and as a reinforcer for accurate and relatively speedy word recognition for reading disabled children. (Author)

ED 210 838 EC 140 638

Fleischner, Jeannette E. And Others
Proficiency in Arithmetic Basic Fact Computation of Learning Disabled and Nondisabled Children. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-18p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Addition, *Arithmetic, *Computation, Elementary Education, Intermediate Grades, *Learning Disabilities, Multiplication, Subtraction

The study involving 183 learning disabled and 852 nondisabled children (grades 3 through 6), investigated students' performance on arithmetic basic fact problems in addition, subtraction, and multiplication. Three separate group administered tests were devised, covering 98 basic addition, 98 subtraction, and 98 multiplication facts. Children were permitted 3 minutes for each test. Performance scores derived were number of problems attempted within 3 minutes, total number of problems correct, and percent correct of number attempted. Learning disabled Ss performed less well than their nondisabled peers on each operation and on all performance measures. Although improved performance was associated with increasing age, the performance of the learning disabled did not equal that of the nondisabled at any age. (Author/SB)

ED 210 839 EC 140 639

Garnett, Katherine Fleischner, Jeannette E.

Automatization and Basic Fact Performance of Normal and Learning Disabled Children. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Pub Date-80

Contract-300-77-0491

Note-18p.; Print is marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Arithmetic, *Computation, Elementary Education, *Learning Disabilities, Memory

Identifiers-*Automatization

The relationship between automatization ability (the tendency for repetitive routine aspects of behavior to become so overlearned that a minimum of conscious effort and attention is necessary for rapid efficient execution), as measured by the Rapid Automatic Naming (RAN) Test, and proficiency in arithmetic basic fact computation was investigated with 120 learning disabled and 120 nondisabled children ages 8 to 13 years. Sixty Ss in each group were designated as either younger or older. Significant correlations were obtained between RAN performance and arithmetic proficiency for both the learning disabled and nondisabled groups. In addition, learning disabled Ss were found to be less proficient in simple computation and slower on RAN than their nondisabled peers at both younger and older age levels. (Author/SB)

ED 210 840

EC 140 640

Maria, Katherine MacGinitie, Walter

Prior Knowledge as a Handicapping Condition. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-39p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Intermediate Grades, Learning Disabilities, Prior Learning, *Reading Comprehension, *Reading Difficulties, *Written Language

As part of the activities at the Research Institute in Education of Learning Disabled Children, work was carried out with a group of about 30 children (grades 4 through 6) disabled in the comprehension of written language. Most of these children, when reading, went beyond using prior knowledge to provide schemata and interpretations; they distorted text information to make it conform to prior knowledge. They could comprehend text but can not learn from text. Several of the children used this same strategy even when a written text is read to them, suggesting that one basis for this unproductive strategy may lie in characteristics differences between spoken and written language. The children did learn well from class discussions. Many of the component tasks in typical verbal intelligence tests appeared to measure ability to use prior knowledge (e.g., vocabularly, similarities, information). Thus, the strategy these children applied unsuccessfully to written language comprehension can be applied successfully to typical intelligence tests. Early decoding problems and early success with the strategy in beginning reading tasks were among possible influences leading to its development. Plausible approaches to treatment included those that emphasize attention to cohesive markers (words that signal relationships between sentences and even paragraphs, and thus hold the text together). (Author/SB)

ED 210 841 EC 140 641

O'Loughlin, Michael Fleischner, Jeannette E.
Story Problem Solving: Implications of Research for Teaching Children with Learning Disabilities. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-80
Contract-300-77-0491
Note-31p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Foreign Countries, *Learning Disabilities, Literature Reviews, Logical Thinking, *Mathematics, *Problem Solving, Teaching Methods
Identifiers-USSR

The authors draw upon both Soviet and American literature to present an overview of the components of story problem solving as it relates to remedial instruction for learning disabled students. Factors within the individual problem solver are explored, and strategies children use in solving problems are examined. Particular attention is paid to analytic and intuitive strategies, and to how the child attempts to make the transition from concrete to symbolic problems. The most widely supported instructional principles are reviewed. The phenomenon that children who present oral solutions frequently err when writing the answers is explained. The paper concludes with a review of how studies cited may contribute to an improved methodology for researching story problem solving. (Author/SB)

ED 210 842 EC 140 642

Stainback, Margaret

Teaching Spelling to Learning Disabled Children: Traditional and Remedial Approaches to Spelling Instruction. Research Review Series 1979-80. Volume 3.

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-80

Contract-300-77-0492

Note-76p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Elementary Secondary Education, History, *Learning Disabilities, *Learning Processes, Linguistics, Literature Reviews, Multisensory Learning, *Remedial Instruction, *Spelling Instruction, Teaching Methods

The author first reviews traditional approaches to classroom spelling instruction, then presents research on remedial spelling instruction for learning disabled children. Section I considers factors which make spelling harder than reading, the history of traditional spelling instruction from Colonial times to the 1950s, the generalization controversy which concerns the utility of organizing instruction to take advantage of the English spelling system, the contribution of modern linguistics to the structure of English orthography, and research on other issues in spelling instruction (including the incidential-systematic controversy, context vs. list presentation of words, test-study-test vs. study-test procedures, distributed vs. mass learning, number of words in a lesson, methods of word study, and focus on the difficult parts of words). Part II begins with a look at what children are learning when they learn to spell. Types of spelling disability are pointed out and research is reviewed on the following approaches: Orton-Gillingham method which involves simultaneous oral spelling, the G. Fernald method known as the V-A-K-T (visual-auditory-kinesthetic-tactile) system, A. Bannatyne's system which always begins with nonvisual training, programs following the Orton tradition, and programs based on task analysis and criterion referenced tests. Among conclusions are that children are learning a great deal about the structure of language when they learn to spell, that spelling disabilities vary largely on the dimension of severity with the most severe cases unable to manage even simple phonetic spelling, and that major spelling methods have points of commonality (including teaching of reading and spelling as coordinated subjects, careful sequencing of words, an essentially multisensory approach, and an emphasis on mastery of each step before progressing to the next). (SB)

ED 210 843 EC 140 643

Fleischner, Jeannette Garnett, Katherine
Arithmetic Learning Disabilities: A Literature Review. Research Review Series 1979-80. Volume 4.
Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-80
Contract-300-77-0492
Note-83p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Arithmetic, Elementary Education, Generalization, *Learning Disabilities, Literature Reviews, *Mathematics Materials, Minimal Brain Dysfunction, *Remedial Mathematics, *Teaching Methods, Textbook Evaluation

The authors review literature on conventional and special approaches to arithmetic instruction with emphasis on applying these approaches to the teaching of elementary learning disabled students with disorders in the area of arithmetic. Section I focuses on the instructional context of arithmetic. It is suggested that generalization teaching (which makes full use of binding principles,'' or reasoning schemes applicable across groups of combinations) might be most profitable if the thinking strategies for teaching combinations were made more explicit for disabled students. Section II reviews four traditional arithmetic texts (Growth in Mathematics, Field Mathematics Program, Holt School Mathematics, and Silver Burdett Mathematics) in terms of how these different series treat the development of proficiency in the basic number combinations of addition, subtraction, and multiplication. A third section on special approaches addresses structural arithmetic, arithmetic for the brain injured child, procedures proposed by Cruickshank, the Fernald arithmetic remediation method, individually prescribed instruction, and Distar Arithmetic. Section IV reviews characteristics of 10 programs which 36 educators proposed as useful for teaching arithmetic to children with minimal brain dysfunction. A final section discusses developmental dyscalculia, factors in arithmetic learning disabilities, and basic number facts. A bibliography with approximately 300 references completes the document. (SB)

ED 210 844 EC 140 644

Taylor, Maravene Beth

The Relation of Decoding and Fluency Skills to Skilled Reading. Research Review Series 1979-80. Volume 5.

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-80

Contract-300-77-0492

Note-53p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Decoding (Reading), *Language Acquisition, *Learning Disabilities, Literature Reviews, *Reading Comprehension, Reading Difficulties

The author reviews literature on fluency of decoding, sentence awareness or comprehension, and comprehension of larger than sentence texts, in relation to reading comprehension problems in learning disabled children. Initial sections look at the relation of decoding and fluency skills to skilled reading and differences between good and poor comprehenders on decoding tasks. A third section looks at current practices related to decoding fluency, including the Sims Reading Program, the GFB (Gallistel, Fischer, and Blackburn) Sequence, and the New Primary Grades Reading System. The importance of sentence comprehension in reading is the topic of another section. Covered are language development research, language development in learning disabled children, effects of syntactic and semantic manipulations on reading comprehension, and linguistic memory. Subsequent sections discuss research related to text organization and comprehension, differences between normal and learning disabled on text organization and comprehension tasks, and current practices in text organization. (SB)

ED 210 845 EC 140 645

Kibler, Robert G. And Others

Education and Related Services for Young Children with Special Needs in Rural America.

Pub Date-Apr 81

Note-63p.; Papers presented at the Annual Meeting of The Division for Early Childhood of the Council for Exceptional Children (New York, NY, April 14, 1981). Print is poor in parts.

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Delivery Systems, *Disabilities, Early Childhood Education, *Inservice Teacher Education, *Institutes (Training Programs), Program Descriptions, *Program Development, *Rural Education, Services

Identifiers-Project Family Link

The three papers examine rural early education and related services for young children with handicaps. The first paper is entitled A University Based Inservice Training Model for Personnel Serving Handicapped Preschoolers'' by S. Stile and T. Pettibone and reports evaluation results of a New Mexico project serving 14 teachers with a 5 week summer training program. Results indicated that six of the eight objectives had been reached or surpassed. Seven steps of program development from establishment of traineeships through development of coursework and evaluation are also identified. Among appendixes are a competency list and an excerpt from the course syllabus. The second paper, by J. Tucker and M. Riley, is titled Delivering Services to Handicapped Children in Rural Areas Issues and Answers.'' The paper describes a rural home based program, Project Family Link, which stresses home based teaching, family involvement, and service linkage. Also considered are rural realities'' in the following areas: reaching families, type of program, staff, parental involvement, support services, and funding. The third paper, Rural Early Intervention Services Issues in Implementation and Evaluation'' by B. Mallory, reports on a field study of two rural center based programs for young handicapped children. The author proposes hypotheses about service delivery and resource allocation concerned with social distribution of program information necessary for decision making; locus of control and community integration; local response to externally generated policies; identification of eligible population; service delivery systems; local resource allocation; and integration with social service networks. He concludes that centrally controlled implementation is not successful in assuring the replication of a specific program model aimed at a narrowly defined population living in a rural community. (DB)

ED 210 846 EC 140 646

Antonelli, Charles J. Crowley, Robert

Facilitating Self Management in Social Interactions Among the Profoundly Developmentally Disabled.

Pub Date- 80
Note-68p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Interpersonal Competence, *Self Control, *Severe Mental Retardation, *Training Methods, *Vocational Education

The study examined the development of self management skills with a total of 59 profoundly retarded adult Ss participating in two projects designed to improve skill in following instructions, sharing materials, and performing a simple vocational task (sanding). Criteria for self management was the performance of a task or following of an instruction without additional prompts or assistance. In the first study, Ss' self management skills were observed during group instruction in the sanding task and following two sets of instructions concerning social skills (such as Come to me''). Results indicated that the criteria used effectively measured self management skills and that Ss did improve their self management skills as a result of the instructional program. During the second project, 47 Ss were given daily group training sessions in the same skills. Results indicated that the majority of the Ss learned to follow instructions and to interact socially with each other and the therapists as well as perform the sanding task. Self management skills demonstrably improved during the 8 weeks of training. Appended tables and figures provide detailed data for both studies. (DB)

ED 210 847 EC 140 647

Le Storti, Anthony J.
Futures. An ALPHA Study Unit. Second Edition.
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
Bureau No.-78081-C
Pub Date-81
Note-23p.; Prepared through Project ALPHA (Advanced Learning Programs in the Humanities and Arts).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Futures (of Society), *Gifted, Lesson Plans, Problem Solving, *Units of Study

The unit, designed for presentation to middle, junior high, and senior high school gifted students, contains a series of lessons which introduce the study of futures, teach several forecasting and problem solving techniques, provide students with the opportunity to examine and discuss problematic issues, and encourage students to take control and shape their futures and the future of society as a whole. Five objectives of the Alpha Unit are listed, such as encouraging students to work productively and efficiently, both independently and in groups. Following a list of suggested materials, lessons are arranged in a suggested sequence for a unit of approximately 22 hours. Provided for each lesson is information on its objectives, suggested materials, and procedures for presentation. Among the lesson topics are the following: scenario writing, problems of the future, and simulation games and independent projects. (SB)

ED 210 848 EC 140 648

Hicks, Doin E., Ed. And Others
Assessment of Hearing Impaired Youth.
Gallaudet Coll., Washington, D.C.
Pub Date-80
Note-71p.; Photographs may not reproduce clearly.
Available from-Directions, Box 5664, Washington, DC 20016 ($10.00 per year, $3.50 single copy).
Journal Cit-Directions; v1 n4 1980
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiology, Communication Skills, Criterion Referenced Tests, Educational Diagnosis, Elementary Secondary Education, *Evaluation Methods, *Hearing Impairments, Informal Assessment, Job Skills, Medical Evaluation, Psychoeducational Methods, Psychological Needs, *Student Evaluation

The issue of Directions contains 11 articles on assessment of hearing impaired individuals. Entries have the following titles and authors: Classroom Assessment Techniques for Hearing Impaired Students A Literature Review'' (B. McKee, M. Hausknecht); Informal Assessment of Hearing Impaired Students In the Classroom'' (B. Culhane, R. Hein); Educational Assessment for Placement'' (R. Lennan); Psychoeducational Diagnosis of the Hearing Impaired A Student Monitoring System'' (J. Heriot, G. Maddock); Vocational Assessment Approaches and Implications'' (M. Vernon); Assessing Communication Skills'' (A. Spragins, D. Cokely); Audiological Evaluation'' (A. Maxon); Medical Evaluation An Overview'' (R. Freeman); Psychosocial Needs of Deaf College Students From a Faculty/Staff Perspective'' (J. Covill-Servo, W. Garrison); Assessing Labor Cost of Objectives'' (S. Engelmann, A. Granzin); and Using Criterion-Referenced Tests With Handicapped Students'' (L. Anderson-Inman). (SB)

ED 210 849 EC 140 649

Hicks, Doin E., Ed. And Others
Placement and Programming.
Gallaudet Coll., Washington, D.C.
Pub Date-81
Note-72p.
Available from-Directions, Box 5664, Washington, DC 20016 ($10.00 per year, $3.50 single copy).
Journal Cit-Directions; v2 n4 1981
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computer Assisted Instruction, Computers, Deaf Blind, Deafness, Elementary Secondary Education, *Federal Legislation, *Hearing Impairments, Individualized Education Programs, Instructional Materials, *Mainstreaming, Reinforcement, Student Characteristics, Teaching Methods

The issue of Directions contains 10 articles which address the question of what, besides the legal mandate, does it take to make placement and programing work for hearing impaired individuals. Entries include the following titles and authors: The IEP (individualized education program) and Deaf Children'' (M. Deninger); The Deaf Child and the Unwritten Curriculum'' (M. Garretson); Who Are the Deaf Children in Mainstream Programs?'' (M. Karchmer, R. Trybus); Mainstreaming A National Perspective'' (E. Corbett, Jr.); Special Problems of the Deaf under the Education for All Handicapped Children Act'' (D. Large); Usability and Hearing Impairment'' (J. Newby); Barrier-Free Educational Environments for Hearing-Impaired Individuals'' (C. Hawkins-Shepard, T. Lillis); A Comparison of the Effects of Fixed and Variable Ratio Schedules of Reinforcement'' (R. Van Houten, P. Nau); Materials and Program Suggestions for Hearing-Impaired Children'' (L. Gilbert); and Computer Applications for the Deaf and Deaf-Blind'' (K. Casey). (SB)

ED 210 850 EC 140 650

Smith, M. Sherry And Others

Project C.H.A.N.G.E.: Concepts of Handicaps and Attitudes Need Guidance and Education. Teacher Training Program.

Ridgeland Public Schools District 122, Oak Lawn, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 81
Note-306p.; For related documents, see EC 140 651-655.
Available from-Ridgeland Public Schools District 122, 6500 W. 95th St., Oak Lawn, IL 60453 ($20.00).
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Change, Audiovisual Aids, Curriculum Guides, *Disabilities, Elementary Education, Elementary School Students, *Inservice Teacher Education, Lesson Plans, *Peer Acceptance, Staff Role, *Student Attitudes, Student Evaluation, *Teaching Methods
Identifiers-*Project CHANGE

The first of six volumes about Project CHANGE (Concepts of Handicaps and Attitudes Need Guidance and Education), a curriculum designed to improve elementary aged children's attitudes toward the disabled, presents information on installation and management of the inservice teacher training component, audiovisual materials for the teacher training program, and the content of the teacher training program. Part I provides role descriptions of project personnel (such as curriculum advisors, administrators, and special education teachers); a step by step procedure for scheduling, testing, and developing the parent volunteer primary testing team; and a step by step procedure for installing the teacher training program. Part II contains a section on utilization of overheads with many instructional pages appropriate for projection, and a section on utilization of audiovisual materials which is a compilation of materials listed by handicap with information on suppliers. The final part contains course materials (including lecture scripts, fact sheets, and handouts) for eight inservice training sessions focusing on the following topics: blindness, physical handicap, diabetes, mental retardation, learning disability, speech impairment, deafness, epilepsy, behavior disorders, rehabilitation and health careers, and methods of presenting the project curriculum to primary, intermediate, and junior high aged students. (DB)

Smith, M. Sherry And Others
Project C.H.A.N.G.E.: Concepts of Handicaps and Attitudes Need Guidance and Education. Primary Curriculum Ridgeland Public Schools District 122, Oak Lawn, Ill.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 81
Note-464p.; For related documents, see EC 140 650-655.
Available from-Ridgeland Public Schools District 122, 6500 W. 95th St., Oak Lawn, IL 60453 ($16.00 per grade level).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attitude Change, Audiovisual Aids, Blindness, Curriculum Guides, Deafness, *Disabilities, Discussion (Teaching Technique), Elementary School Students, Grade 1, Grade 2, Grade 3, Health Education, Kindergarten, Lesson Plans, *Peer Acceptance, Physical Disabilities, Primary Education, Simulation, *Student Attitudes, Units of Study
Identifiers-*Project CHANGE

The curriculum guide for Project CHANGE (Concepts of Handicaps and Attitudes Need Guidance and Education), designed to improve children's attitudes toward the disabled, presents lesson plans for children in kindergarten through Grade 3 divided into seven curricular units: normal health, senses, acceptance of individual differences, blindness, deafness, physical handicaps, and acceptance of handicapped people. Each unit is intended to be completed in 3 to 5 weeks with one activity per week. Lesson plans typically provide suggestions for simulation activities; use of filmstrips, movies, and books; class discussions; and guest speakers (usually disabled persons). Introductory information (repeated for each grade level) included procedural guidelines for program implementation. Units at each grade level are preceded by a unit outline which lists learning objectives and concepts. Lesson plans are organized to include information on activity name, learning objective, materials needed, and teaching procedure. Worksheets appropriate for reproduction are provided when called for in the lesson plans. (DB)

ED 210 852 EC 140 652

Smith, M. Sherry And Others

Project C.H.A.N.G.E.: Concepts of Handicaps and Attitudes Need Guidance and Education. Intermediate Curriculum Ridgeland Public Schools District 122, Oak Lawn, Ill.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 81

Note-362p.; For related documents, see EC 140 650-655.

Available from-Ridgeland Public Schools District 122, 6500 W. 95th St., Oak Lawn, IL 60453 ($16.00 per grade level).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Change, Audiovisual Aids, Curriculum Guides, Deafness, *Disabilities, Discussion (Teaching Technique), Elementary School Students, Epilepsy, Eyes, Grade 4, Grade 5, Grade 6, Intermediate Grades, Lesson Plans, *Peer Acceptance, Physical Disabilities, Physiology, Self Concept, Simulation, Speech Handicaps, *Student Attitudes, Units of Study

Identifiers-*Project CHANGE

The document contains the curriculum guides for Grades 4, 5, and 6 developed by Project CHANGE (Concepts of Handicaps and Attitudes Need Guidance and Education), a curriculum designed to improve children's attitudes toward the disabled. The curriculum for Grade 4 focuses on acceptance of self and others (handicapped and nonhandicapped), physiology of the eye, blindness, physiology of the endocrine system;

for Grade 5 acceptance of self and others, physiology of the ear, deafness, physiology of the oral mechanism, and speech impairments; for Grade 6 acceptance of self and others, physiology of the central nervous system, epilepsy, basic anatomy, and physical handicaps. Lessons typically include ingenuity exercises; lecture; simulation activities; use of filmstrips, movies, and books; class discussion; and guest speakers (usually disabled persons). Units at each grade level are preceded by a unit outline which identifies learning objectives and concepts. Lesson plans are organized to include information on activity name, learning objective, materials needed, and teaching procedure. Worksheets and handouts appropriate for reproduction are provided when called for in the lesson plans. (DB)

ED 210 853 EC 140 653

Smith, M. Sherry And Others

Project C.H.A.N.G.E.: Concepts of Handicaps and Attitudes Need Guidance and Education. Junior High Curriculum Ridgeland Public Schools District 122, Oak Lawn, Ill.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 81

[illegible]te-280p.; For related documents, see EC 140 650-655.

Available from-Ridgeland Public Schools District 122, 6500 W. 95th St., Oak Lawn, IL 60453 ($16.00 per grade level).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Change, Audiovisual Aids, Curriculum Guides, *Disabilities, Discussion (Teaching Technique), Emotional Disturbances, Grade 7, Grade 8, Junior High Schools, Junior High School Students, Learning Disabilities, Lesson Plans, Mental Retardation, *Peer Acceptance, Rehabilitation, Self Concept, Simulation, Units of Study

Identifiers-*Project CHANGE

The document contains the curriculum guides for Grades 7 and 8 developed by Project CHANGE (Concepts of Handicaps and Attitudes Need Guidance and Education), designed to improve children's attitudes toward the disabled. In Grade 7, the curriculum focuses on acceptance of self and others (handicapped and nonhandicapped), cerebral function, mental retardation, learning disabilities, and emotional problems. The eighth grade program considers acceptance of self and others, a review of disabilities and rehabilitation, and health careers. Each unit is intended to be completed over a period of 3 to 5 weeks with one activity per week. Lessons typically include exercises; lectures; simulation activities; use of filmstrips, movies, and books; class discussion; and guest speakers (usually disabled persons). Units at each grade level are preceded by a unit outline which identifies learning objectives and concepts. Lesson plans are organized to include information on activity name, learning objective, materials needed, teaching procedure, and answer keys to student exercises. Worksheets and handouts appropriate for reproduction are provided when called for in the lesson plans. (DB)

ED 210 854 EC 140 654

Smith, M. Sherry And Others

Project C.H.A.N.G.E.: Concepts of Handicaps and Attitudes Need Guidance and Education. Media Assessment List.

Ridgeland Public Schools District 122, Oak Lawn, Ill.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 81

Note-235p.; For related documents, see EC 140 650-655.

Available from-Ridgeland Public Schools District 122, 6500 W. 95th St., Oak Lawn, IL 60453 ($20.00).

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Change, Curriculum Guides, *Disabilities, Elementary Education, *Instructional Materials, *Peer Acceptance, Units of Study

Identifiers-*Project CHANGE

The document contains a compilation of materials recommended for use in Project CHANGE (Concepts of Handicaps and Attitudes Need Guidance and Education), a comprehensive curriculum designed to improve children's attitudes toward the disabled. The major portion of the document consists of forms describing required and supplemental student materials arranged according to study units and grade level (K through 8). Study units include normal health, the senses, acceptance of individual differences, blindness, deafness, physical handicaps, acceptance of handicapped people, acceptance of self and others, physiology of the endocrine system, diabetes, physiology of the ear, physiology of the oral mechanism, speech impairments, physiology of the central nervous system, epilepsy, basic anatomy, cerebral function, mental retardation, learning disabilities, emotional problems, review of disabilities, and health careers. Each resource identification sheet includes information on material format, author, title, series, publisher and address, year, pages, time, cost, International Standard Book Number, grade level, unit, and call number. A brief description of the material is also provided. Types of materials include professional reference, books, films, filmstrips, tapes, records, cassettes, filmstrips with cassettes, complete kits, games, and charts. A final section contains resource identification sheets which provide information on about 30 professional books. (DB)

ED 210 855 EC 140 655

Smith, M. Sherry And Others

Project C.H.A.N.G.E.: Concepts of Handicaps and Attitudes Need Guidance and Education. Program Manual, Assessment Instruments, Scope and Sequence Chart, Ridgeland Public Schools District 122, Oak Lawn, Ill.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date- 81

Note-128p.; For related documents, see EC 140 650-654.

Available from-Ridgeland Public Schools District 122, 6500 W. 95th St., Oak Lawn, IL 60453 ($38.00 complete kit).

Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitude Change, *Attitude Measures, Curriculum Research, *Disabilities, Elementary Education, Elementary School Students, *Knowledge Level, *Peer Acceptance, *Student Attitudes, Teacher Attitudes

Identifiers-*Project CHANGE

The document contains materials needed to implement Project CHANGE (Concepts of Handicaps and Attitudes Need Guidance and Education), a curriculum designed to improve the attitudes of children in Grades K through 8 toward the disabled. Included are the program manual, assessment instruments, the resource file, and a scope and sequence chart. The program manual is divided into four sections: (1) development and purpose of Project CHANGE; (2) descriptions of program materials (including curricula, the media assessment list, the resource file, the teacher training manual, and scope and sequence chart); (3) descriptions of test instruments (teacher tests and student tests); and (4) project results for the 1978-81 period. Among results gathered over the 3 year duration of the project are the following: students enrolled in project classrooms demonstrated significant increases in both knowledge of and attitudes toward handicapped people when compared to control group students; project teachers demonstrated significant increases in knowledge of handicaps compared to control group teachers; and there was no significant difference in attitudes toward handicapped people between project teachers and control group teachers (possibly due to the fact that teachers began the program with very positive attitudes). Among assessment instruments included are the following: Survey of Disabilities,'' Attitudes Toward Disabled Persons,'' Primary Skill Attainment List,'' Primary Attitude Survey,'' Skill Attainment Lists'' for Grades 4 through 8, Intermediate Attitude Survey,'' and Junior High Attitude Survey.'' The resource file provides a compilation of speakers and agencies who represent the disabilities studied in the project and who may be available in the Chicago area. The scope and sequence chart keys Project CHANGE curriculum concepts to Illinois state board of education subject areas. (DB)

ED 210 856 EC 140 656

Lasky, Beth

Training Teachers at a School for the Handicapped in Quezaltenango, Guatemala.

Pub Date-Feb 81

Note-19p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session T-25).

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, *Comparative Education, *Course Content, Foreign Countries, Higher Education, *Learning Disabilities, *Mental Retardation, *Special Education Teachers, Student Evaluation, *Teacher Education

Identifiers-*Guatemala

A 5 day course was developed to train teachers at the Instituto Neurologico (Guatemala), a day school for about 50 children (aged 3 to 16) considered to be learning handicapped and educationally or trainably retarded. The course addressed five topics (one each day): special education, class routines and schedules, classroom management, evaluating and establishing goals, and materials for instruction. Observations of Guatemalan classrooms revealed that Guatemalan children have little experience with manipulative materials, are accustomed to very structured classrooms, and are likely to be below expected levels of gross motor functioning. Such observations should be considered when dealing with the Guatemalan child in the United States. (More than half the document consists of a checklist for assessing student's language, visual motor skills, gross motor abilities, math abilities, reading abilities, and basic concept abilities.) (SB)

ED 210 857 EC 140 657

Filemyr, Frank
Teacher's Helper: Talking with Parents.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
Pub Date-80
Note-23p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperation, *Disabilities, Elementary Secondary Education, *Parent Teacher Conferences, *Parent Teacher Cooperation

The booklet offers guidelines to help the educator in making meetings with parents more relaxed and productive, particularly in meeting the needs of special education students. Listed in an introduction are recommendations for productive parent-professional interactions, including that parents should be fully participating members of the team, jargon should be minimized, and parents should be given support and encouragement in coping with the problems and frustrations of raising a handicapped child. Eight basic conference techniques are described and illustrated in the remainder of the booklet: observing, listening, starting the conference, questioning, discussing relevant matters, handling personal questions, maintaining leadership/direction/redirection, and ending the discussion. (SB)

ED 210 858 EC 140 658

Korteweg, L. Larry

Reacting or Responding to the Special Needs of Students.

Pub Date-Jun 81

Note-25p.; Paper presented at the Annual Meeting of the Congress on Education (4th, Calgary, Alberta, Canada, June 20-23, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, *Educational Needs, Educational Trends, Elementary Secondary Education, *Gifted, *Minority Groups

Identifiers-*Canada

Newly passed legislation and greater assertion of rights of minority groups have made the provision of special services to meet the needs of all students, specifically the advantaged and disadvantaged, a societal expectation in Canada. Although those needing special attention for any kind and number of exceptionalities has greatly increased, the present policies and present practices, despite newly passed more enlightened legislation, are still inadequate. To remedy the errors of past and present special education practices, action needs to be taken on several fronts the ministries, the school boards, the teacher federations, and the faculties of education. Among the developments which need to be faced are greater interagency and interfaculty cooperation, more extensive training and education in special education for all teachers, and provision and delivery of adequate support personnel and services. (SB)

ED 210 859 EC 140 660

Johnson, Marilyn J., Ed. And Others

Planning Services for Young Handicapped American Indian and Alaska Native Children. 1980 Series.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-TADS-1
Pub Date-Aug 80
Contract-300-77-0507
Note-208p.
Pub Type- Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Agency Cooperation, *Alaska Natives, *American Indians, Ancillary School Services, Compliance (Legal), Coordination, Cultural Influences, Delivery Systems, *Disabilities, *Early Childhood Education, *Handicap Identification, Individualized Education Programs, Inservice Teacher Education, Parent Participation, Program Descriptions, *Program Development, Services, Special Education, Student Evaluation

Eight papers examine issues in providing special education services to young native American handicapped children. B. Ramirez and J. Walker (Background, Rationale, and Overview to Early Childhood and Special Education Services for Indian and Alaska Native Children''' consider the needs of young children as well as such special program aspects as culture and tribal involvement. In Strategies for Screening, Assessment, and Diagnosis,'' W. Swan and J. Walker discuss principles and systems for meeting federal requirements in child evaluation programs. G. Weaver (Planning for Individual Child Services''' reviews the development and content of individualized education programs (IEPs). Four levels of parent involvement are identified by M. Johnson, Parental Involvement: A Vital Preschool Program Component.'' Advantages and disadvantages of different service delivery systems are focused on by J. Caldarera and L. Guidera in Planning for and Implementing Specialized (or Related) Services.'' Twenty-one brief program descriptions are presented by D. Ridgley (Selected Programming Alternatives for Serving Young Handicapped Children')'' P. Trohanis provides guidelines for Designing an Inservice Training Program.'' In the final paper, Managing the Planning and Implementation of Preschool Programs,'' P. Trohanis reviews the use of problem solving and decision making processes, discusses preplanning activities, considers the impact of overall philosophy and goals, and describes program operation according to 10 components. Among seven appendixes are a sample IEP and a sample interagency agreement. (CL)

ED 210 860 EC 140 661

Freeman, B. J. And Others

The Behavior Observation Scale for Autism (BOS): Relationship of Frequency of Behavior to IQ.

Pub Date-Aug 81
Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autism, *Behavior Patterns, *Behavior Rating Scales, Clinical Diagnosis, *Intelligence Quotient, Mental Retardation, *Observation, Young Children
Identifiers-*Behavior Observation Scale

The Behavior Observation Scale (BOS) was administered to 53 autistic children, 35 mentally retarded children matched for MA, and 33 normal children (all 2 to 5 years old) in an attempt to quantify autistic behavior. Ss were observed 3 days for 3 minutes through a one way mirror in a playroom setting where occurrence of 67 behaviors on the BOS was noted. Frequency analyses indicated that the 67 behaviors could be divided into three groups: those of diagnostic importance in the syndrome of autism independent of IQ; those differentiating high IQ but not low IQ autistic Ss from other groups; and those differentiating the low IQ autistic group from the others. (CL)

ED 210 861 EC 140 662

Macy, Daniel J. Carter, Jamie L.

Triple T Texas Infant Consortium. Followup Study.

Macy Research Associates, Dallas, Tex.

Spons Agency-Texas Education Agency, Austin. Div. of Special Education.; Triple T Infant Consortium, Texas.

Pub Date-80

Note-118p.

Available from-Triple T Consortium, Lubbock ISD, 1628 19th St., Lubbock, TX 79401 ($10.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cost Effectiveness, *Disabilities, *Expenditure Per Student, Followup Studies, *Infants, *Personnel, *Program Costs, *Student Placement

Identifiers-*Texas

Sixteen Texas projects for handicapped infants participated in a study to determine followup service placement of project graduates and cost of early intervention. Analysis of completed survey forms indicated that an overall success rate for finding children after graduation from a project was 81% of the total attempted. For more than three-fourth of the graduates, followup took place within 3 years after leaving the project. Data is presented on sex, ethnicity, functional impairment, and primary handicap. Seventy-seven percent of the graduates followed were attending a public school, while only 4% were in a residential program, despite a relatively high percentage (approximately 20%) of students rated as severely impaired at program exit. No relationship of consequence was found between place of service and type of agency sponsoring the project or between place of service and primary handicap of the child. Analysis of cost information was based on figures for salaries and consultant fees and revealed an average personnel cost per child per year of $2,147. Wide extremes in cost per child and in personnel resources expended per child were found among the projects. (CL)

ED 210 862 EC 140 663

Lilley, Edward

And a Time to Play: Creative Drama Activities with Special Children.

Central Intermediate Unit 10, Philipsburg, Pa.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-80

Note-29p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Creative Development, *Disabilities, *Games, *Play

Identifiers-Project PASE

Ten games and exercises designed to help handicapped children express feelings, develop trust and cooperation, and increase their body awareness and imagination are presented. Activities are explained to have been field tested in special education classes of Project PASE (Programs in the Arts for Special Education). Following a brief introduction which stresses the importance of structure and the need for play, the activities are described. Games include a variety of tasks to be performed with a stretch jersey loop and activities in which students act out narratives. Each description includes a list of objectives and a discussion of possible adaptations. (CL)

ED 210 863 EC 140 664

Brown, Ronald T.

A Developmental Analysis of Attentional Processes in Educabley Mentally Retarded and Normally Developing Children.

Illinois Univ., Chicago. Chicago Circle Campus.

Pub Date- 80

Note-23p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention, *Attention Span, *Decision Making, Developmental Stages, *Mild Mental Retardation

Measures designed to test two components of attention (decison making and maintaining attention over time) were studied in 36 educably mentally retarded (EMR) boys at three age levels (10, 13, and 14 years). Multivariate analyses, followed by univariate and paired comparison tests, indicated that both EMR and normal Ss increased in attentional efficiency with age in both attentional processes. Findings suggested that at about 12 years of age, the capacity for most attentional processes has already developed in both EMR and normal children. Lack of difference between EMR and normal Ss on the attention components was interpreted as supporting the developmental position of retardation. Correlations between the two attentional measures were not significant, further supporting the interpretation that the hypothesized components of attention represent independent influence on children's academic performance. (Author)

ED 210 864 EC 140 665

Ross, E. Clarke

The Block Grant Debate: Issues and Round One Decisions.

United Cerebral Palsy Associations, Inc., Washington, D.C.
Pub Date-Aug 81
Note-40p.
Journal Cit-Word from Washington; v10 n8 Aug 1981
Pub Type- Opinion Papers (120) - Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Rights, *Disabilities, Federal Aid, *Federal Programs, Services, State Federal Aid
Identifiers-*Block Grants, Budget Reconciliation Act, United Cerebral Palsy Association

The paper reviews the Reagan administration's efforts to convert human services financing to a block grant approach and describes the response of the United Cerebral Palsy Association (UCPA). The Budget Reconciliation Act and its impact on funding for such services as developmental disabilities, vocational rehabilitation, and Title XX Social Services is analyzed. The state/local government perspective is presented and the point is made that states must raise taxes or reduce services, or both. The predicament of charitable organizations, now faced with serving more people with less funds, is also examined. Senate Bill 807, which was designed to coordinate the management of federal assistance programs and which, the author asserts, could jeopardize categorical programs for the disabled and undermine federal assurance of civil rights protections, is described. The author suggests that block grants do not assure budget savings. Results of questionnaires completed by UCPA affiliates are summarized, including that affiliates favored categorical over block grant funding and recommended that UCPA continue to advocate federally prescribed programmatic criteria in government programs for the disabled. (CL)

ED 210 865

EC 140 666

Special Education in Canada. Bibliographies in Education: No. 73.
L'Education Speciale au Canada. Bibliographies en Education: No. 73.
Canadian Teachers' Federation, Ottawa (Ontario).
Report No.-ISBN-0-88989-093-5
Pub Date-Sep 80
Note-184p.
Language-English; French
Pub Type- Reference Materials - Directories/Catalogs (132) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Annotated Bibliographies, *Disabilities, Elementary Secondary Education, *Foreign Countries, *Gifted, Handicap Identification, Labeling (of Persons), Mainstreaming, *Special Education
Identifiers-*Canada

Nine hundred twenty-four references (in English) and 198 references (in French) published in Canada on special education are included in the bibliography. Citations represent works from 1974 to 1980 on the following topics: identification, assessment, and treatment; mainstreaming; programs and services; rights of exceptional children; stereotyping, labeling, and attitudes; teaching strategies and materials; adolescents with problems; communication disorders; emotional disturbance; epilepsy; giftedness; hyperactivity; learning disabilities; mental handicaps; socioeconomic disadvantage; and special education teacher roles, responsibilities, and training. Author, title, and publisher information is sometimes followed by a brief description. (CL)

ED 210 866 EC 140 667

Denton, Drew Hartman, Donna

An Investigation of North Dakota's Special Education Commerical Curriculum Material: No. 14.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date-Jun 81

Note-38p.; Print is very small in parts.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum Development, Curriculum Evaluation, *Curriculum Guides, Curriculum Research, *Disabilities, Elementary Secondary Education, *Instructional Materials

Identifiers-North Dakota

Questionnaires completed by 126 instructors of handicapped students in North Dakota were analyzed to examine the use of curriculum materials in special education. Teachers were asked to list at least 10 curriculum materials presently used by the students. Of the 536 materials named, 255 were classified through the use of the Annehurst Curriculum Classification System. Two profiles were created for each material classified: the first describes the material according to learning attribute (experience, intelligence, motivation, emotional/personality, creativity, and social development); and the second according to learning style required to use the material (verbal expression, auditory perception, visual perception, and motor perception). It was concluded that materials in use are low in five of the six learner characteristics, but are more diverse in learning styles. It is suggested that a broader range of use should be made available for teachers experiencing a greater range of abilities within their classrooms. (Tables display data on respondent characteristics, budget information, and material profiles.) A description of the Annehurst Curriculum Classification System is one of three appendixes. (CL)

ED 210 867 EC 140 668

Thompson, Adell

Biology Education for Handicapped Students.

Pub Date-Sep 81

Note-20p.

Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biology, *Disabilities, Elementary Secondary Education, Instructional Materials, *Learning Activities, *Science Instruction, Teacher Education, Teaching Methods

The paper discusses the provision of biology education to handicapped students in terms of teacher preparation, student instructional materials, and existing science programs. Among the programs available for the teacher who wants to teach science to handicapped students are NUSTEP (Nebraska University Secondary Teacher Education Project) and American University's Development Techniques in Teaching Laboratory Science to Blind, Deaf, and Emotionally Disturbed Children. Literature reveals a number of barriers to science education for the handicapped, including low teacher expectation, negative societal expectations and personal aspirations, and lack of role models. There are three commercially available science programs for elementary level handicapped students Adapting Science Materials for the Blind, Science Activities for the Visually Impaired, and ME NOW for the educable mentally retarded. Some examples of activities include identifying examples of plant and animal adaptations favorable to food gathering and protection in different surroundings, identifying examples of adaptations that provide protection from being killed and eaten, and identifying examples of how humans have changed their surroundings to provide food and protection. Listed among 15 suggestions useful for teachers of science to successfully motivate and challenge students are given the child tasks in which he can be successful in completing, let the child know that it is alright to make mistakes while participating in science activities and doing experiments, and make use of peer tutoring. (SB)

ED 210 868 EC 140 669

Le Storti, Anthony J. And Others

Can't You See What I'm Saying. A Study of Non-Verbal Communication. An Alpha Study Unit.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

Bureau No.-78081-C

Pub Date-81

Note-41p.; Prepared through Project ALPHA (Advanced Learning Programs in the Humanities and the Arts).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Body Language, Creative Development, *Creative Expression, Dance, Elementary Education, *Gifted, *Learning Activities, Lesson Plans, *Movement Education, *Nonverbal Communication, Psychomotor Skills, Self Expression, Talent, Units of Study

The unit on nonverbal communication is designed for presentation to elementary, middle, and junior high school gifted students. An introductory section lists four unit objectives leading to awareness of the nonverbal communication transmitted by students themselves and by others; expression and understanding of the nonverbal messages of gestures, postures, facial expressions, etc.; involvement in communication activities which develop self confidence and self expression; and development of creativity in and sensitivity to aesthetic movement. Following another section which lists suggested audiovisual and printed materials are nine lessons which cover such topics as critical analysis of nonverbal communication, creative movement, movement as interpretation of poetry, movement as interpretation of music, and aesthetics of movement. Information on each lesson includes the objectives, suggested materials, and presentation procedures. (SB)

ED 210 869 EC 140 671

Leiter, Roberta T.

A Model Articulation Program: Component A for Grade Six Special Needs Students and Component B for Grade 8 Special Needs Students.

Pub Date-Apr 81

Note-243p.; Ed.D. Dissertation, Nova University. Print is poor in parts.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Articulation (Education), Check Lists, Demonstration Programs, *Disabilities, High Schools, Junior High Schools, Parent Participation, Program Descriptions, Program Effectiveness, Records (Forms), Secondary Education, Transitional Programs

Identifiers-Massachusetts (Reading)

An articulation program was developed in Reading, Massachusetts, for the progression of special needs students from elementary school to junior high school and from junior high school to senior high school. The procedure involved inservice workshops, interschool conferences between special needs and regular education staff, and parent involvement in identification of needs and monitoring out of school behavior. Behavioral objectives fell into four categories (sample objectives in parentheses): student (cooperate 80% of the time during class discussions and activities); Grade 6 and Grade 8 special needs teachers (acquaint regular classroom teachers with the perceptual motor handicaps of each special needs student); Grade 7 and Grade 9 special needs teachers (acquaint each special needs student with the school facilities); and parents (attend individual parent-teacher conferences to review the student's performance in home activities). Eighty percent of the articulation objectives were achieved by 100% of the special needs students. One hundred percent of the special needs teachers met 100% of the objectives identified for them. Parents met 100% of the developmental objectives, but only 60% of the daily recordkeeping ones. Nevertheless, the articulation experience was positive for students, teachers, and parents, all of whom requested this program be repeated in succeeding years. Appendixes contain teacher interview forms, the Leiter Student Performance Scale, a parent checklist, a copy of the replication manual, contracts for success oriented classrooms, student profiles, and an individualized education plan form. (Author/SB)

ED 210 870 EC 140 672

Lederer, James B. And Others

Evaluation of the Program for Multiply Handicapped in the Bergen County Special Services School District.

Bergen County Special Services School District, Paramus, N.J.
Pub Date-19 May 81

Note-28p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Delivery Systems, Early Childhood Education, Elementary Secondary Education, *Multiple Disabilities, *Program Descriptions, *Program Evaluation, Skill Development, *Therapy
Identifiers-New Jersey (Bergen County)

The report describes evaluation of the Bergen County (NJ) program designed to develop positive self concept, foster appropriate communication skills, maximize physical growth and ability, and provide direction and counsel in making appropriate decisions for postschool life of approximately 135 multiply handicapped children (3 to 20 years old). Individual sections address the following program components: program philosophy; program goals; program objectives; instructional and service activities; instructional materials; instructional and therapeutic equipment; instructional resources; related services; monitoring the progress of instruction and therapy; organizational development (grouping of students, staffing, job descriptions, staff development); decision making; and outreach (community services, community education, parent education). Noted among commendations and recommendations are that materials and equipment are used appropriately in classes and in therapy rooms, the program appears to have a comprehensive system for collecting and reporting critical student data and daily information, and attention should be given to the need to incorporate prevocational and vocational training into the curriculum. A table with administrative response to evaluation recommendations and an appended program description complete the report. (SB)

ED 210 871 EC 140 673

Lederer, James B. And Others

Evaluation of Programs for the Hearing Impaired: Bergen County Special Services School District.

Bergen County Special Services School District, Paramus, N.J.
Pub Date-19 May 81
Note-44p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Delivery Systems, Elementary Secondary Education, *Hearing Impairments, Program Descriptions, *Program Evaluation, Teaching Methods
Identifiers-New Jersey (Bergen County)

The report describes evaluation of the elementary and secondary programs which serve 158 Bergen County (NJ) severely and profoundly hard of hearing and deaf students in preschool through Grade 12. An initial section focuses on the Elementary Hearing Impaired Program (HIP). Among the program components addressed are the language development curriculum, instructional techniques, equipment, related and support services, assessment and progress reporting, REACH classes (for students with extraordinary language deficits) and sign communication, and the resource program. A second section describes the Secondary Hearing Impaired Program (SHIP) in terms of the setting, curriculum, instructional techniques, vocational and career planning, staffing, equipment, parent participation, and outreach. Noted among commendations and recommendations are the following: HIP has well defined and reasonable statements of goals and objectives which are fully supported by its staff; better audiometric information on students referred should be provided by sending school districts; the number of instructional aides in the HIP should be increased; analysis of pupil achievement records reveal that SHIP students compare most favorably to hearing impaired students in other programs; speech consultation and assessments should be provided to determine the need for voice and articulation training of selected students; and a study should be undertaken to determine whether the testing program adequately reflects the goals and objectives of the curriculum. A table with the administrative response to evaluation and appended program descriptions complete the report. (SB)

ED 210 872 EC 140 674

Sullivan, Otha Richard

A Successful Model in the Assessment, Identification, and Placement of Handicapped Children and Youth in the District of Columbia Public Schools.

District of Columbia Public Schools, Washington, D.C.
Pub Date- 81
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, *Compliance (Legal), *Court Litigation, *Delivery Systems, *Disabilities, Elementary Secondary Education, Interdisciplinary Approach, *Program Development, *Public Schools, School Districts, Student Evaluation, Student Placement
Identifiers-District of Columbia

The paper reports on a court case in which the public school system was sighted in violation of the decree in Mills v. Board of Education of the District of Columbia and which resulted in the development of the Child Study Center which provides assessments, identification, and placement of handicapped students by an interdisciplinary team. Among the concerns identified by a special assistant to the superintendent regarding the District of Columbia Public School System was the need for a centralized services center. Among the advancements made in complying with the needs identified in the court order and the Mills decree were a comprehensive study of special education and pupil personnel services, development of comprehensive curricula for special education, implementation of a parent group, and implementation of a Hearing Committee to review special education cases. Success of the Child Study Center included cross discipline planning, articulation, and communication among personnel; cooperation between District of Columbia Public Schools' staff and the Department of Human Services; increased overall accountability of personnel; and involvement of advocates for the handicapped in the development, implementation, and evaluation of educational programs and services. (SB)

ED 210 873 EC 140 675

The Education of the Handicapped Adolescent: Integration in the School.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date-81
Note-150p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006.
Pub Type- Reports - Descriptive (141) - Reports - General (140) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), Adolescents, *Comparative Education, *Delivery Systems, *Disabilities, *Educational Methods, Educational Trends, *Foreign Countries, *Mainstreaming, Normalization (Handicapped), Program Descriptions, Special Education
Identifiers-Organisation for Economic Cooperation Development

A study, in three parts, focuses on the disabled adolescent in terms of difficulties experienced during the last years of basic schooling and at the time of transition into the adult world. Part I examines trends and major issues affecting policy in OECD (Organisation for Economic Cooperation and Development) Member countries. Sections address the historical perspective, political and social trends, administration and funding of national educational systems, current developments, the changing concept of handicap, new roles and functions for special education, the move from segregation toward integration, the educational system and mainstreaming, professional barriers to service delivery, and three aspects of integration. Part II contains eight papers which illustrate different approaches to integration. Entries include the following: Changes in the Educational System Favouring Integration'' (A. Labregere); The Warnock Report and Integration'' (J. Fish); The Reintegration of the Handicapped Into Community Life'' (T. Laine); School Integration of the Mentally Retarded'' (M. Soder); and Policies for Basic Education in Norway and the Concept of Integration'' (L. Vislie). Part III looks at the issues raised by innovative strategies and offers guidelines on some of the steps to be taken if progress is to be made. Among the suggestions given are to identify the special needs and services required by the individual without labeling, to minimize protection and maximize experience in everyday normal environments, and to train all personnel concerned with special education. (SB)

ED 210 874 EC 140 676

Serving Neglected and Delinquent Children in New York State.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Report No.-SUNY-81-6787
Pub Date-Jun 81
Note-24p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Neglect, Definitions, *Delinquency, *Delinquent Rehabilitation, Delivery Systems, Disabilities, Elementary Secondary Education, Incidence, Individualized Education Programs, *Nontraditional Education, Placement, State Departments of Education, *State Programs
Identifiers-Handicapped Delinquents, *New York

The report presents an overview of the status of educational programs and services provided by the various agencies serving neglected and delinquent children in New York State. An initial section covers definitions of the terms delinquent'' and neglected'', referral sources, the role of the court, placement alternatives, and incidence. The following section focuses on the education of neglected and delinquent children. Considered are the role of the New York State Education Department and the role of the Office for Education of Children with Handicapping Conditions. It is pointed out that the children's educational needs are met through supplemental educational programs, individualized educational plans, and alternative programs and services (such as vocational and occupational programs, life skills programs and community-youth development programs). Placement is explained to involve the school, the responsible agency, and juvenile justice personnel. Also discussed are provisions for the neglected or delinquent child thought to be handicapped. Appended is a list of state administrative agencies serving neglected and delinquent children and a matrix of prevention and treatment programs. (SB)

ED 210 875 EC 140 677

Convey, John J. Koelle, William H.

Improving the Prediction of Achievement of Deaf Adolescents by Modifying a Locus of Control and a Self-Concept Instrument.

Pub Date-Mar 81

Note-32p.; Paper presented at the Annual Meeting of the Eastern Educational Reseach Association (Philadelphia, PA, March 12-14, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Adolescents, *Deafness, *Locus of Control, *Predictor Variables, Psychological Testing, Secondary Education, *Self Concept
Identifiers-Piers Harris Childrens Self Concept Scale, Rotter Locus of Control Scale

Each item of the Rotter Locus of Control Scale and 28 of the 80 items of the Piers-Harris Children's Self Concept Scale were revised because of syntax or vocabulary that were considered to be problematic for deaf adolescents. The original and modified forms of each instrument were administered to 90 deaf adolescents from four residential schools. Better prediction was obtained for six of the nine subscales of the Stanford Achievement Test for the Hearing Impaired when scores from the modified forms of the instruments were used as predictors in place of scores from the original forms of the instruments. Other predictors were parent hearing status, sex, age, and school. Generally, parent hearing status and self concept were the most important predictors of the achievement subscales; however, the increase in prediction that occurred when the modified forms of the instruments were used as predictors was due particularly to the locus of control variable. Tables with statistical data are appended. (Author)

ED 210 876 EC 140 678

Schneekloth, Lynda H. Day, Diane

Comparison of Environmental Interactions and Motor Activity of Visually Handicapped and Sighted Children.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Architecture.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Nov 80

Grant-G007902003

Note-230p.

Available from-Author, Virginia Polytechnic Institute and State University, College of Architecture, Cowgill Hall, Blacksburg, VA 24061 ($12.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Athletic Equipment, *Behavior Patterns, Elementary Education, *Environmental Influences, *Interaction, Play, *Playgrounds, *Psychomotor Skills, *Visual Impairments

The study compared the motor activities and environmental interactions of 36 sighted, partially sighted, and blind children (7 to 13 years old) during unstructured play. Objectives were to assess motor proficiency level; to establish frequency and kind of gross motor, manipulative self stimulation, and social/play behaviors; and to assess use of the environment. Ss were observed in their natural play environments. A time sampling technique was used to observe each S group over a 6 week period for a total of 30 ten second observations per child. Selected non sight dependent items from the Bruininks-Oseretsky Test of Motor Proficiency were administered to each S. Results indicated significant differences among Ss in motor proficiency level, gross motor, self stimulation, and social/play behaviors. Correlations demonstrated that the higher the motor proficiency level the greater the frequency, diversity, and complexity of gross motor behavior. There were no significant differences in manipulative behaviors. Under the environment category, there were significant differences in the way the children used the available space and equipment by sight, age, and sex. Data showed consistent patterns for all groups in exhibiting the most complex behaviors on the most complex equipment. Overall analyses suggested that the developmental delays seen in the visually impaired children may not result from their handicapping condition alone. Evidence suggested some delay attributed to lack of experience, particularly in gross motor interactions with the environment. Findings pointed to an environmental intervention strategy which would involve the accessibility of complex and appropriately designed environments and the training of personnel in use of the environment as an active tool in achieving educational goals for each child. (Author/SB)

ED 210 877 EC 140 679

Eyde, Donna R., Ed. And Others

Education of the Early Adolescent with Behavioral Disorders. Proceedings for the Annual Nebraska Symposium on Current Issues (1st, Omaha, Nebraska, May 9-11, 1979).

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Nebraska State Dept. of Education, Lincoln.; Nebraska Univ. Medical Center, Omaha.; North Platte Public Schools, Nebr.; Westside Community Schools, Omaha, Nebr.

Pub Date-81

Note-142p.; Prepared through the Nebraska Psychiatric Unit. Also sponsored by Mountain Plains Regional Resources Center, Mountain Plains, Colorado.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adolescents, Career Education, *Clinical Diagnosis, Communication Disorders, Creativity, Cultural Differences, Curriculum Development, Deaf Blind, Developmental Stages, *Emotional Disturbances, Gifted, *Intervention, Mental Retardation, Multiple Disabilities, Program Development, Psychotherapy, Secondary Education, *Teaching Methods, Vocational Education

Identifiers-Gifted Handicapped

The collection of 12 papers from the 1979 First Annual Nebraska Symposium focuses on the problem of educating the secondary school aged disturbed student. Entries include the following titles and authors: Issues in Diagnosis and Programming for Socio-Emotionally Impaired Early Adolescents'' (W. Morse); Adolescent Behavior The Normal and the Not So Normal'' (R. Gibson); Variables Affecting Deviant Behavior in Culturally Diverse Adolescents'' (P. Chinn); Creative Potential of Atypical Development'' (D. Eyde); Continuity/Discontinuity in the Life-Space of the Behaviorally Disordered'' (A. Fink); Psychotherapy with the Behaviorally Disturbed Young Adolescent'' (S. Sherrets); Programming for Emotionally Disturbed Deaf-Blind Youth'' (L. Lee); Emotional Disturbances in the Mentally Retarded'' (F. Menolascino, D. Eyde); Curriculum Adjustments in the Area of Vocational Preparation for Emotonally Disturbed Youth'' (B. D'Alonzo); Programming for the Emotionally Disturbed Youth with Communication Disorders'' (D. Vetter); Curriculum for the Gifted Child Who Is Emotionally Disturbed An Intervention Approach'' (J. Grossi); and Career/Vocational Education for the Handicapped'' (M. Maitre). (SB)

ED 210 878 EC 140 680

Langone, John And Others

A Secondary Curriculum Guide for Handicapped Learners.

Georgia Univ., Athens. Div. for Exceptional Children.; Morgan County School System, Madison, Ga.

Pub Date-Jul 81

Note-237p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Competency Based Education, Cooperation, *Curriculum Development, Curriculum Guides, *Disabilities, Educational Objectives, *Individualized Education Programs, Secondary Education, *Vocational Education

Identifiers-Georgia (Morgan County)

The curriculum guide is designed to aid teachers in developing new curricular options as well as modifying existing components to meet the needs of individual secondary level handicapped learners. Section I, on foundations for secondary programing, addresses the prevailing philosophy regarding education of the handicapped; individualized education programs (IEPs); assessment; objective based curriculum; support services; participation in regular programs; program length and evaluation; development of cooperative programs; professional barriers to cooperative secondary programing (including attitudinal, scheduling, and curriculum constraints and lack of appropriate placement options); staff roles and responsibilities; and curriculum implementation strategies. Section II briefly reports on a needs assessment in Morgan County, Georgia. A third section reviews the tenets of curriculum design and modification including a systems approach, analysis of program and cluster goals, and formative evaluation. Section IV offers specific guidelines for modification of vocational curricula to meet the needs of handicapped students. Section V focuses on assessment of handicapped learners in general and special program options. Section VI contains guidelines for vocational assessment of handicapped learners. A final section contains secondary program competencies and suggested course options from a series of course outlines reflecting the competencies identified in the State of Georgia Competency Based Education regulations. (SB)

ED 210 879 EC 140 681

Kennedy, Charlotte I. Bundschuh, Ernie

Assessment and Evaluation in Adapted Physical Education.

Georgia State Dept. of Human Resources, Atlanta.; Georgia Univ., Athens.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 80

Contract-G007901299

Note-48p.; This booklet was produced to be used in conjunction with the information presented in Project DART's Phase I and Phase II Workshop. For related documents, see EC 140 682-683.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adapted Physical Education, Behavior Rating Scales, *Disabilities, Elementary Secondary Education, *Evaluation Methods, Informal Assessment, Perception Tests, *Physical Education, Physical Fitness, Psychomotor Skills, *Student Evaluation, Student Placement, Tests

Intended for physical education teachers, the booklet describes informal and formal methods for evaluating handicapped children to determine whether they can participate in a regular physical education program with nonhandicapped students, in a regular physical education program with modification, or in a specially designed physical education program. Following an explanation of informal and formal assessment are descriptions of the following physical education assessment tools: a sample summary diagnostic form based on observations; I CAN Primary Skills; I CAN Sport, Leisure, and Recreation Skills; Assessing and Programing Gross Motor Development for Children; Peabody Developmental Motor Scales; the Portage Guide to Early Education; Project Active; Purdue Perceptual Motor Survey; McCarthy Screening Test; Southern California Motor Accuracy Test; Southern California Sensory Integration Test; Southern California Kinesthesia and Tactile Perception Tests; Southern California Perceptual Motor Test; Ayers Space Test; the Denver Developmental Screening Test; Bruininks-Oseretsky Test of Motor Proficiency; Stott-Test of Motor Impairments; Physical Fitness Test Battery for Mentally Retarded Children; Special Fitness Test for Mildly Retarded Persons; Motor Fitness Testing Manual for the Moderately Mentally Retarded; and Project Unique. Information on each tool usually includes purpose, test age, testing time, content, and areas assessed. A bibliography concludes the booklet. (SB)

ED 210 880 EC 140 682

Segraves, Chris And Others

Resource on Handicapped Conditions: Special Education Students in Georgia.

Georgia State Dept. of Human Resources, Atlanta.; Georgia Univ., Athens.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 80
Contract-G007901299
Note-27p.; This booklet was produced to be used in conjunction with the information presented in Project DART's Phase I and Phase II Workshop. For related documents, see EC 140 681-683.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adapted Physical Education, *Definitions, *Disabilities, Elementary Secondary Education, *Physical Education, Special Education, State Programs, *Student Characteristics, Student Placement
Identifiers-Georgia

Intended for physical education teachers, the booklet provides guidelines for services as identified under Georgia special education requirements. An initial section offers general guidelines for consideration of student placement in specially designed physical education programs. A following section describes regular and adapted physical education services required in Georgia. Subsequent sections consider definition, evaluation, and placement of children with the following disabilities: behavior disorders, speech and language impairment, physical and multiple handicaps, visual impairment, hearing impairment, deaf/blind, severely and trainable mentally retarded, educable mentally retarded, and learning disabilities. (SB)

ED 210 881 EC 140 683

McLaughlin, Susan Bundschuh, Ernie

Physical Education and the Individual Education Program.

Georgia State Dept. of Human Resources, Atlanta.; Georgia Univ., Athens.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE),

Washington, D.C.
Pub Date- 80
Contract-G007901299
Note-27p.; This booklet was produced to be used in conjunction with the information presented in Project DART's Phase I and Phase II Workshop. For related documents, see EC 140 681-682.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adapted Physical Education, *Disabilities, Elementary Secondary Education, Federal Legislation, *Individualized Education Programs, *Physical Education, Student Educational Objectives
Identifiers-Education for All Handicapped Children Act

The booklet is designed to help teachers understand the role of physical education in relation to P.L. 94-142, the Education for All Handicapped Children Act. Following an introduction is a section addressing the definition and legal provisions of an individualized education program (IEP). A second section describes the IEP as including a statement of the present levels of the child's educational performance, a statement of annual goals including short term instructional objectives, a statement of the specific educational services to be provided and the extent to which the child can participate in regular educational programs, the projected date for initiation and anticipated duration of services, and appropriate objective criteria and evaluation procedures and schedules for determining whether instructional objectives are being achieved. The booklet concludes with a list of what physical education should include, a sample IEP form, and a sample form listing short term objectives in physical education. (SB)

ED 210 882 EC 140 684

McLaughlin-Williams, Janet

Creating an Accepting Environment for the Handicapped Child in the Regular Classroom. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date-Apr 81
Grant-G00781840
Note-106p.; For related documents, see EC 140 685-687.
Available from-National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($4.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Attitude Change, Behavior Change, *Classroom Environment, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, *Peer Acceptance

The facilitator's guide to a three session inservice training module on creating an accepting classroom environment for regular classroom teachers details the 21 steps of the first two sessions, provides the texts of three lecturettes, and includes appropriate handouts, worksheets, and transparencies. For the first two sessions each step is presented in terms of purpose, materials needed, time limit, and procedure. Session III is intended to be a problem solving and strategy developing session for which existing methodologies are recommended. The lecturettes are on the shaping of attitudes toward handicapped individuals, on potential styles that are harmful or helpful in advocating positive change, and on a conceptual model for behavioral change. (DB)

ED 210 883 EC 140 685

Feldis, Dorothyann Nutter, Ronald E.

The Development of a Least Restrictive Learning Environment. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date-Apr 81
Grant-G00781840
Note-42p.; For related documents, see EC 140 684-687.
Available from-National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities, *Educational Resources, Elementary Secondary Education, Human Resources, *Inservice Teacher Education, *Mainstreaming, Program Development

The facilitator's guide is for an inservice training module on the development of a least restrictive environment for handicapped children by regular and special education teachers. The guide includes an introductory lecturette providing an overview of least restrictive learning. Activities are suggested to help participants identify the school's human resources, physical resources, and the resources of special programs; and to develop a program in the least restrictive environment for first a hypothetical child and then a real child. Case materials on the hypothetical child are appended. (DB)

Vincent, Lisbeth J. And Others
Serving the Young Handicapped Child in the Least Restrictive Environment. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.
National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date-May 81
Grant-G00781840
Note-36p.; For related documents, see EC 140 684-687.
Available from-National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, *Disabilities, *Inservice Teacher Education, *Mainstreaming, *Preschool Education, Student Educational Objectives, Success, Teaching Methods

The facilitator's guide is for a four session (8 hours) inservice training module on serving young handicapped children in the least restrictive environment by regular and special education teachers. The guide includes an introductory lecturette providing a rationale for early integrated education of the handicapped and examples of successful programs and procedures. Training sessions are designed to be conducted on a small group (about eight persons) basis with active participation and problem solving by all group members and to provide participants with useable lists of goals and objectives for children. Sessions are outlined according to goals and process. Group activities include discussion of the lecturette, identification of child behaviors which correlate with success in normal classroom environments, identification of educational goals of normal preschool and kindergarten classrooms, and identification of activities to teach independence skills to children of different developmental levels. Suggestions for evaluation of the inservice sessions are given. (DB)

ED 210 885 EC 140 687

Kaye, Nancy L. And Others

Strategies for Interaction with Severely Handicapped Students. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

National Inservice Network, Bloomington, Ind.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date-May 81

Grant-G00781840

Note-49p.; For related documents, see EC 140 684-686.

Available from-National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Objectives, Elementary Secondary Education, *Inservice Teacher Education, *Interaction Process Analysis, *Interpersonal Relationship, *Normalization (Handicapped), *Severe Disabilities

The facilitator's guide is for an inservice training module (5 or 6 hours) on strategies for interaction with severely handicapped students for regular and special education teachers. Suggested activities include a discussion on professional resources, brainstorming on types of interactions possible with the severely handicapped, identification of settings and activities in the local school where teachers or students might interact with severely handicapped students, development of an action plan to insure that a range of possible interactions with severely handicapped students are implemented at a building level, and giving personal priorities to actions the participant can take to further the educational programs of severely handicapped students. Overheads, worksheets, and a lecture on the goal of education are also included. (DB)

ED 210 886 EC 140 688

Suedfeld, Peter Schwartz, Geraldine

Restricted Environmental Stimulation Therapy (REST) as a Treatment for Autistic Children.

Pub Date-Aug 81
Note-30p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Autism, Behavior Change, Behavior Patterns, Discrimination Learning, Expressive Language, Stimulation, *Tests, *Therapy, Timeout
Identifiers-*Restricted Environmental Stimulation Therapy

The study evaluated the usefulness of 48 hours of Restricted Environmental Stimulation Therapy (REST) as a treatment for eight autistic children (between 5 and 11 years old). Ss were placed in a dimly lit room which contained only a mattress, told to ask for toilet facilities when needed, and then left alone except for when meals were brought in. A battery of psychological tests was used to assess treatment effects and included Goodenough-Harris Drawing Test; Boehm and Slater Cognitive Skills Assessment Battery; Peabody Picture Vocabulary Test; Krug, Aric, and Almond Autism Screening Instrument for Educational Planning; Educational Subtest; Modified Autism Behavior Checklist; and Leiter International Performance Scale. Three control Ss spent the 48 hours in the hospital ward setting being cared for by parents. REST Ss improved on self initiated communicative speech for the 2 weeks following treatment and improved performance on discrimination learning tasks for 2 weeks. Analysis of behavioral records kept by Ss during the REST session allowed for the identification of the child's most prominent behaviors without interference from distractors or social interaction. It was concluded that REST was nonaversive to autistic patients and appeared to have at least short range beneficial effects. (DB)

ED 210 887   EC 140 689

Illinois Supply and Demand for Special Education Personnel. Special Report.

Illinois State Dept. of Education, Springfield. Div. of Specialized Educational Services.

Pub Date-Aug 81

Note-37p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, Employment Opportunities, *Special Education Teachers, State Surveys, *Teacher Supply and Demand

Identifiers-*Illinois

The special report summarizes various sources of information regarding the need for and the supply of special education personnel in Illinois, and compares the various claims regarding the stated needs. Results of a survey by the Illinois Association for School, College, and University Staffing are reported indicating that 24% of Illinois school districts were unable to fill at least one position and that about half of the 345 unfilled positions were in special education. Results of other studies by the National Center for Educational Statistics and the Illinois Administrators of Special Education also indicated a need for more special education personnel in the areas of special education and related services. Noted in the summary are particular needs in the areas of speech and language impaired, physically handicapped, visually impaired, emotional and social disorders, and the severely/profoundly handicapped; also considered is the relatively high rate of turnover in special education. Tables provide statistical data from the three studies on the following: number of students completing preparation for standard teaching certificates for the first time in Illinois, trends in the number of graduates of Illinois institutions of higher education completing preparation for standard teaching certificates (1975-1982), Illinois downstate teacher turnover by type of teacher, a comparison of the number of special education teachers prepared during 1978-79 with the number of beginning teachers employed in Illinois public schools in 1979-80, the supply and demand for special education teachers (1975-80), teacher supply and demand as rated by placement directors from Illinois colleges and universities (1979-80), percentages of new Illinois teacher

graduates who entered teaching (1967 through 1979), distribution of unfilled positions by subject area, and a statewide assessment of projected special education personnel needs (1980-83). (DB)

ED 210 888 EC 140 690

The Illinois Gifted Education Five-Year Plan.
Illinois State Board of Education, Springfield.
Pub Date-Mar 81
Note-44p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academically Gifted, *Gifted, *Program Development, Regional Programs, *State Programs, Talent, Talent Identification
Identifiers-Illinois

The five year plan for gifted education in Illinois includes an historical overview, a brief statement of program philosophy, and summary of the plan's components, which include student identification, local program development, intermediate level services, and planning and development. The major portion of the document consists of a chart detailing objectives, activities, and timeliness for the four components of the plan. Among objectives are the following: establishment of the two categories of general intellectual ability and specific aptitude/talent and establishment of a statewide program of early identification (for the component of student identification); application by the state education association of minimum program criteria for local district approval and verification of local education agency accountability regarding expenditure of reimbursement funds (for local program development); direction of local education agencies and intermediate centers in the provision of services to low incidence highly gifted students (for intermediate level services); and application for additional federal funding for program implementation as well as activities to increase public awareness of gifted education (for the planning and development component). (DB)

ED 210 889 EC 140 691

Price, Joseph P.

Select Issues in Educational Services for Behavioral Disordered Black Youth.

Pub Date-Feb 81
Note-11p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session T-22).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advocacy, *Black Students, Economically Disadvantaged, Elementary Secondary Education, Emotional Disturbances, *Equal Education, *Expectation, Minority Groups, *Racial Bias, *Student Placement, *Suspension

The author identifies three school practices which discriminate against Black children and proposes three measures school systems can take toward a more equitable learning experience. The following negative practices are discussed: overenrollment of Black children in special education classes for the emotionally disturbed, the disproportionate suspension of Black students from school, and the unrealistic expectations that teachers seem to be developing for poor Black children. Recommended are a commitment to the process of collaboration among local, state, and national organizations concerned with the welfare of Black children; articulation of goal statements by relevant organizations coupled with advocacy so that goals are encompassed in state and federal laws and in school policies; and promotion and implementation of a comprehensive monitoring system to assure that laws and policies are being fully complied with. Appended is a list of six resource organizations. (DB)

ED 210 890 EC 140 692

Child Center of Our Lady of Grace. Statement of Policies and Guidelines.
Child Center of Our Lady of Grace, St. Louis, Mo.
Pub Date-May 80
Note-20p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Day Programs, *Emotional Disturbances, Guidelines, Position Papers, Program Descriptions, *Psychiatric Services, Psychological Evaluation, *Residential Programs, Therapy
Identifiers-Child Center Our Lady of Grace MO

The document contains policies and guidelines for the Child Center of Our Lady of Grace, a facility offering psychiatric evaluation and treatment for children (ages 4 to 17) in the St. Louis (Missouri and Illinois) region. After a brief statement of program rationale and an introduction to the program, services and policies are described. Individual sections focus on the following program components: evaluation; children's day treatment; children's residential treatment; adolescent day treatment; outpatient treatment services; psychotherapy; and planning, budgeting, finance, and fees. A flow chart of the intake and evaluation process is provided. Briefly discussed for the children's day treatment program are the following therapies: educational, activity, art, expressive, music, and recreational. A section on operation of the center includes policies on program schedules, transportation, parental authorization, restrictions and limitations on children's behavior, students and volunteers, meetings, gifts and donations, research, employees, and the physical plant. (DB)

ED 210 891 EC 140 693

Swartz, Stanley L. And Others

A Learning Disabilities Eligibility Screening Procedure.

Western Illinois Univ., Macomb. Coll. of Education.

Pub Date-Oct 81

Note-48p.; Paper presented at the Annual Conference of the Illinois Council of Exceptional Children (Chicago, IL, October 1981).

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Eligibility, Guidelines, *Handicap Identification, *Learning Disabilities, School Policy, *Screening Tests, Student Characteristics, *Underachievement

Identifiers-Illinois (Macomb)

The document contains a review of the literature on screening for learning disabilities; a report of a Macomb, Illinois, study testing the Myklebust Learning Quotient method of identifying learning disabilities; and guidelines for learning disability eligibility screening in the Macomb schools. In the introduction, characteristics of the learning disabled child are considered, and the Myklebust formula, which looks at the ratio of actual achievement level to expected achievement level, is explained. Studies evaluating the formula are noted. The Macomb study used the formula with 163 children previously diagnosed as learning disabled. Ss in grades 1 through 12 were given the Kuhlman-Anderson test (to generate mental age), the Peabody Individual Achievement Test, and the Science Research Associates Achievement Series. Wechsler Intelligence Scale scores were also used when available to calculate learning quotient according to the Myklebust formula. Results indicated that use of the formula would decrease the number of children labeled learning disabled from 6% of the total school population to 4%. Modifications of the formula when applied to grades 1 and 2 and to high school aged students are proposed. The third section presents the screening steps to be used in applying the eligibility formula in the Macomb schools with separate guidelines for grades 1 and 2, 3 and 8, and high school. Also provided are forms for recording results of eligibility screening. Appended are statistical tables detailing results of the study. (DB)

ED 210 892 EC 140 694

McDonnell, James R.

A Systems Approach for Ameliorating Possible Prima Facie Denial of Hispanic/Black Students' Rights Through Disproportionate Enrollment in Special Education.

Pub Date-Feb 81

Note-19p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Students, Civil Rights, *Disabilities, Elementary Secondary Education, *Hispanic Americans, Minority Groups, *Social Bias, Special Classes, Special Education, *Student Placement, *Systems Approach

Identifiers-Massachusetts (Holyoke)

The paper discusses the issue of educational equity, principles of systems analysis, systems approaches in the educational milieu, the evaluation aspect of the systems approach, and application of the systems approach to preventing disproportionate enrollment of Hispanics and Blacks in special education classes in Holyoke, Massachusetts. The literature on the systems approach and its application to education are reviewed. The importance of the evaluation component is stressed with diagrams applying the systems approach to instructional systems. The Holyoke application stemmed from a state requirement that the school system submit a remedial plan designed to address the problem of disproportionate placement of Hispanics and Blacks. The plan's development resulted in determination of eight goals with related objectives. Goals included appropriate identification and referral of minority students to special education and identification of the primary home language of all students. Also identified are eight elements (such as support of decision makers and change agents) seen to be key elements in ameliorating possible prima facie denial or actual denial of Hispanic and Black student's rights through disproportionate enrollment in special education programs. (DB)

ED 210 893 EC 140 695

Dixon, Gregory, Ed. Bridges, Catherine, Ed.

On Being Hispanic and Disabled: The Special Challenge of an Underserved Population: Report of a Conference (Chicago, Illinois, June 13-15, 1981).

Illinois State Board of Vocational Education and Rehabilitation, Springfield.; Partners of the Americas, Washington, D.C.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Jun 79

Grant-22-P-59068

Note-142p.; Appendixes B and C have been removed due to poor print and/or considerable copyrighted pages.

Pub Type- Collected Works - Proceedings (021) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Advocacy, *Disabilities, Ethnic Groups, *Handicap Identification, *Hispanic Americans, Job Training, *Rehabilitation Counseling, Special Education, Statistical Data, *Vocational Rehabilitation

The conference report contains the keynote address and presentation summaries of a June, 1979, conference on the identification, counseling, and training of disabled Hispanic Americans. The conference was sponsored by Partners of the Americas and the Illinois Division of Vocational Rehabilitation and included administrators, professionals, and citizen advocates from vocational rehabilitation, special education, and related fields from the nine states with the largest Hispanic populations and from Puerto Rico. The keynote address by G. Olivarez, Director of the Community Services Administration, stresses the value of coalitions of community based Hispanic and disability related organizations. Presentation summaries are organized into the following categories: outreach, psychological evaluation/diagnosis, rehabilitation counseling plan development, training/placement, and international resources. Among conclusions of the conference are the following: Hispanics are underrepresented among recipients of vocational rehabilitation services; programs that have been successful with Hispanics have done so through unconventional means through outreach to communities and families in a personal way; and psychological tests and other evaluation tools for the assessment of Hispanic persons remain generally inadequate. Results of the conference included the establishment of a task force to examine and lobby for the needs of disabled Hispanic Americans. Appended are the conference agenda and list of participants. Also appended is a report on data relating to disability among Hispanics including education, health, employment, income, special education, and vocational rehabilitation data. (DB)

ED 210 894 EC 140 696

King, Margot Legesen

Self Concept as It Is Related to Degrees of Environmental Support, Environmental Availability, Giftedness, and Delinquency Proneness.

Wisconsin Univ., Platteville.

Spons Agency-American Association for Gifted Children, New York, N.Y.; Wisconsin Univ., Platteville.

Pub Date-81

Note-21p.; Paper presented at the World Council for Gifted Children (Montreal, Canada, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delinquency, Elementary Education, *Gifted, Grade 6, Leadership, *Parent Child Relationship, Peer Evaluation, *Self Concept, *Sex Differences, *Youth Opportunities

The study investigated self concept, environmental support, environmental availability, and delinquency proneness in 95 gifted sixth grade rural students. Ss were given an Environmental Support/Environmental Availability questionnaire in which environmental support was a measure of perceived parental support divided by the number of activities perceived available, and environmental availability was the number of desired possible activities divided by the total number of both possible and impossible activities. Also given were the Coopersmith Self Concept Inventory and questions to identify delinquency proneness. A high relationship was found between perceived parental support, high self concept, and high giftedness in the female Ss, whereas male gifted Ss tended to have high perceived parental support but low self concept. Highly gifted females perceived a greater amount of environmental availability, while males who perceived high environmental availability were perceived as low gifted, low self concept, and low environmental support. Males and females perceived as leaders by teachers tended to have low self concepts. The Ss perceived as scientific by teachers were low in self concept while the Ss perceived as scientific by peers were high in self concept. Peers tended to perceive giftedness in Ss with high self concept while teachers tended to perceive giftedness in low self concept Ss. The gifted delinquency prone Ss were perceived as leaders, had low self concepts, low perceived environmental support, and high environmental availability. (Author/DB)

ED 210 895 EC 140 697

Lapham, E. Virginia Sheppard, Ed. And Others

Setting Our Sights: Current Trends and Future Directions. Proceedings and Highlights of the New York State Conference on Educational Issues of Students with Visual Impairments (April 6-7, 1979).

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.; Pennsylvania State Dept. of Education, Harrisburg. Student Advisory Board.

Pub Date-80

Note-156p.; Photographs may not reproduce clearly.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Career Education, Child Advocacy, *Educational Policy, *Individualized Education Programs, *Multiple Disabilities, *Needs Assessment, *Partial Vision, Reading, Vision, *Visual Impairments, Visually Handicapped Mobility

Identifiers-New York

The conference report contains background information on organizing the April, 1979, New York, conference on educational issues of students with visual impairments; results of a preliminary needs assessment questionnaire; texts of 12 conference presentations; the conference evaluation results; and the program. The needs assessment questionnaire provided for the identification of topics respondents considered of highest priority for conference consideration. High priority topics selected included effective utilization of low vision and needs of parents with visually impaired children. Conference presentations are organized into the following categories: policy, individualized educational plans (IEPs), low vision, multihandicapped students, and specialized skills. Presentations have the following titles and authors: Overview of New York State Policies and Plans Regarding Students with Visual Impairments'' (L. Grumet); Advocacy for Students and Parents'' (H. Unterberg); BEH Projects and Programs Related to Students with Visual Impairments'' (J. Taylor); Writing IEPs for Visually Impaired Students'' (P. Vedovatti); Effective Utilization of Low Vision'' (N. Barraga); Visual Development and Stimulation'' (R. Jackson, B. Rosenthal); Informal Assessment of Multihandicapped Students'' (S. Legouri); Tactile, Kinesthetic and Vestibular Stimulation'' (J. Kimball); Cognitive Development'' (R. Swallow); Orientation and Mobility Techniques for Teachers'' (J. Rutberg); Issues in Teaching Reading with the Optacon'' (A. Corn); and Career Education'' (F. Simpson, G. Miller). Conference evaluation results included a rating of excellent or good on overall relevance of the conference by 81% of respondents. Appended are a list of conference planning committee members, facilitators, and recorders; instructions to facilitators and recorders; the needs assessment questionnaire; a manning table of the Office of Special Education and Rehabilitative Services in the Department of Education; the regulations on IEPs of Public Law 94-142, the Education for All Handicapped Children Act; the conference evaluation form; and topic suggestions for future statewide conferences. (DB)

ED 210 896 EC 140 698

Flaningam, Donalee

Computerized Aids for the Handicapped.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Sep 81
Contract-400-76-0119
Note-21p.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 while supply lasts).
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Aids (for Disabled), *Computers, *Disabilities, *Electromechanical Aids, *Electronic Equipment, Employment Opportunities, *Microcomputers, Physical Disabilities, Remedial Instruction, Visual Impairments

The report examines a variety of computerized aids and devices for individuals with visual, communication, or other disabilities, as well as ways computers may be used in the education and employment of handicapped individuals. Considered in the section on visual and hearing aids are talking meters, braille terminals, devices for reading standard print, auditory adjuncts, and diagnosis and therapy aids. Aids for the physically handicapped described include wheelchairs, environmental control devices, a worktable, and self feeding devices. Systems, computerized and manual, to improve communication for the speech impaired are briefly described, and include both scanner and direct selection types. Among uses of the computer in the education and employment of the handicapped discussed are simulation of laboratory experiments, remedial instruction, the use of the computer in the worker's home, and computer programing as a career for the handicapped. Identified are such recent improvements in computer applications as simplification of hardware, increased flexibility, and decreased costs. Identified weaknesses of current computer technology include portability, problems of maintenance, and the tendency to reduce microcomputer applications to one task problems. Appended is a list of resources including publications, organizations, and manufacturers. (DB)

ED 210 897 EC 140 699

Winnick, Joseph P., Ed. Short, Francis X., Ed.

Special Athletic Opportunities for Individuals with Handicapping Conditions.

New York State Univ., Coll. at Brockport.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date-81

Grant-451CH00220

Note-131p.; Print may be variable to poor due to original print quality.

Pub Type- Collected Works - General (020) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Athletics, Basketball, Blindness, Cerebral Palsy, Deafness, *Disabilities, *Federal Legislation, Higher Education, International Programs, Mental Retardation, Opportunities, Program Descriptions, State Programs, Tennis, Wheelchairs

Identifiers-Minnesota, Missouri (St Louis County), Rehabilitation Act 1973 (Section 504), Special Olympics

The report contains 12 author contributed chapters concerned with special athletic opportunities for individuals with handicapping conditions. The monograph begins with a detailed treatment of Section 504 of the Rehabilitation Act of 1973 followed by descriptions of athletic programs developed by various groups. Remaining chapters are concerned with discussions of emerging programs in certain sports, programs developed at regional and state levels, athletic opportunities in higher education, and disabled sports on the international level. Chapters have the following titles and authors: Implications of Section 504 of the Rehabilitation Act as Related to Physical Education Instructional, Personnel Preparation, Intramural, and Interscholastic/Intercollegiate Sports Programs'' (J. Winnick, et al.); Athletics for the Mentally Retarded as Organized by Special Olympics'' (K. Clark, F. Short); Athletic Competition for the Blind Organized by the United States Association for Blind Athletes USABA'' (M. Savage, J. Winnick); Athletic Competition for the Deaf'' (G. Daquila, J. Winnick); Wheelchair Basketball Sponsored by the National Wheelchair Basketball Association'' (M. Savage, J. Winnick); Athletic Opportunities for Wheelchair Participants as Sponsored by the National Wheelchair Athletic Association'' (K. Clark, F. Short); Athletic Opportunities for Persons with Handicapping Conditions in Bowling, Marathon Racing, Tennis, Skiing, and Beep Baseball'' (K. Clark, et al.); Sports Organized by the National Association of Sports for Cerebral Palsy'' (M. Savage, J. Winnick); Athletic Opportunities for the Handicapped Special School District of St. Louis County'' (M. Sullivan); Minnesota Association for Adapted Athletics'' (L. Kalakian, J. Heaton); Special Athletic Opportunities in Higher Education'' (F. Short); and An Overview and Perspective on International Disabled Sports Past-Present-Future'' (C. Huber). (DB)

ED 210 898 EC 140 700

Raim, Joan And Others

An Investigation of Teacher-Pupil Interaction on the Achievement of Retarded Readers.

City Univ. of New York, N.Y. City Coll.; City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date-81

Note-15p.; Supported by a grant from the PSC-BHE Research Award Program.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Grade 4, *Home Instruction, *Peer Teaching, Performance Contracts, Reading Achievement, *Reading Difficulties, *Remedial Reading, *Student Teacher Relationship, *Tutoring

The study investigated the influence of the teacher-pupil interaction on the learning of 50 fourth grade children in an 8 month remedial reading situation. The extent of gain in reading achievement was compared for the following experimental groups: Ss receiving formal teacher-pupil tutoring sessions; Ss receiving contract teacher-monitoring intervention; Ss receiving peer tutoring intervention; Ss receiving parent tutoring; and a waiting list (control) group. All groups gained more than 8 months on the Gray Oral Test but no one variable by itself discriminated among the groups. The Parent Tutoring group achieved significantly better than an average of the Teacher Tutoring and the Contract groups though there was some indication that the parent activities extended beyond the once a week direct intervention interaction to regular home reading periods. Both the teacher tutoring and peer tutoring groups showed positive reading achievement changes approaching significance. (DB)

ED 210 899 FL 012 612

Boulouffe, Jacqueline

Le processus du retour au connu dans la classe de langue (The Process of Returning to What is Known in the Language Class).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Spons Agency-Quebec Dept. of Education, Quebec.

Report No.-ICRB-B-104; ISBN-2-89219-103-3

Pub Date-81

Note-165p.; Contribution from the Secretary of State of Canada for its publication programme.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Creative Thinking, *Discovery Processes, Language Acquisition, *Language Processing, Language Research, *Recall (Psychology), *Retention (Psychology), *Second Language Learning, Teaching Methods

This study concerns a moment in the learning process which is considered crucial, namely, that point when the learner is confronted with the necessity of discovering from the models already learned and stored in memory elements that will be useful in constructing a new utterance or solving a new problem. The emphasis is on the point of connection between the retrieval and restructuring of that which has already been acquired and the construction of a new utterance. The objective is to show the impact of that connection on learning and derive a cognitive methodology for language instruction. Such research and methodology would seem necessary in view of the situation in which material is presented, but the process of making connections is left to the students themselves. The study is presented in three parts. First, the role of the past is examined with respect to memory, learning, language acquisition and second language learning, and intervention. The second part describes three experiments dealing with the organization of memory and both prospective and retrospective uses of memory. Third, the concept of creative learning is examined and pedagogical implications are discussed. (AMH)

ED 210 900 FL 012 623

Dent, Cathy H.

Children's Use of Anaphora in Discourse: A Progression from Situational to Textual Reference.

Pub Date-Oct 80

Note-20p.; Paper presented at the Annual Child Language Conference (5th, Boston, MA, October 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, *Cognitive Processes, *Concept Formation, *Developmental Stages, *Discourse Analysis, *Language Acquisition, Language Research, Oral Language

Children's use of proforms in spoken descriptions of real situations was studied and compared with that of adults to explore possible developmental progressions in the use of indexical reference. A discourse distinction between situational and textual reference was applied to data from 6-year-old and 10-year-old children and from adults. Subjects described simple construction tasks to a listener who could not see the action (i.e., referential communication). The results show that the use of textual anaphoric reference increases with age. The older the speakers the more likely they were to use a noun in the discourse to which the proforms could point. The proforms can point either to just the situation, as in the case with most of the descriptions of the younger children, or to the text as well as the situation. In the latter case, the indexical anaphoric item takes part of its meaning from the object in the environment, in this case a cup or a bead, and part of its meaning from the word in the spoken text the word cup'' or the word bead.'' The discourse reference ability of verbally pointing to another word is at another level of complexity and develops much later. The earliest devices for discourse cohesion are based on direct reference to the context, that is, indexical reference. With development, conventions of reference and cohesion become important and lead to the use of more textual anaphoric references. (SW)

ED 210 901 FL 012 627

Grimes, Jose E. And Others
El Huichol: Apuntes Sobre el Lexico (Huichol: Notes on the Lexicon).
Cornell Univ., Ithaca, N.Y. Dept. of Modern Languages and Linguistics.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Note-296p.
Language-Huichol; Spanish
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Definitions, Grammar, *Lexicology, *Semantics, Spanish, Syntax, Vocabulary
Identifiers-*Huichol, Nayarit

A semantic inventory, an organized network of observations on the lexical structure of Huichol, is presented. Each entry includes a name form or lemma, its pronunciation if not clear from the lemma form, part of speech, and examples to illustrate its range of inflections. The discussion of semantics begins with a syntactic framework for the definition using a typical sentence, followed by the definition proper, phrased in terms of elements of the typical sentence as examples of the semantic range of actants. There is a brief equivalent in Spanish or sometimes in the regional dialect of rural Nayarit and a statement of the diathesis or mapping between semantic actants and grammatical constituents, with semantic restrictions among actants spelled out. The entry also contains references to other words whose definitions share the same structure as the one being defined (not necessarily synonyms), the values of all the lexical functions, and finally the cross references to that word from other parts of the inventory. A summary in English reviews the strategy and form of the inventory, the writing system, abbreviations, and special symbols used, and the lexical functions cited. (Author/JK)

ED 210 902 FL 012 637

French, Michael P.

A Rose by Any Color: A Comparison Analysis of Case Grammar Labels.

Pub Date-26 Jun 81

Note-43p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Case (Grammar), *Grammar, Nouns, *Semantics, *Syntax, Tagmemic Analysis, Transformational Generative Grammar

This paper presents an analysis of the development and application of Charles Fillmore's case system (1968). The system is designed to determine semantic relationships (primarily of nouns) in linguistic deep structure. An historical overview of traditional grammar case labels and reviews of several other case systems are included. The appendix presents terms, definitions, and examples of several case systems for comparison. The strength of case theory is realized in the fact that there is not one correct'' or all inclusive case system. Rather, case theory is adaptable to a variety of conditions and analyses. Case roles are applicable to a variety of semantic structures and, therefore, case grammar theory proves valuable in areas from linguistic analysis to composition teaching. (Author/JK)

ED 210 903 FL 012 638

Smith, Philip D.
A Review of the Research on the Teaching of Reading in Bilingual Education.
Pub Date-80
Note-183p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Acculturation, *Bilingual Education, Cognitive Style, Cultural Context, *English (Second Language), Ethnicity, Individualized Instruction, Instructional Materials, *Language Acquisition, *Language Research, Literacy, Native Language Instruction, Reading Readiness, *Reading Skills, Second Language Instruction, Second Language Learning, Speech Skills, Spelling, Teacher Influence, *Teaching Methods, Vocabulary Skills

This paper reviews research literature in the following areas associated with second language reading: (1) the level of language development in the native and target languages, (2) the teaching method selected, (3) the teaching materials selected, (4) the time and place of initial literacy in the home-language (L1), (5) the transition from home-language literacy to English reading (L2), (6) the potential transfer of reading skills from one language to another, (7) the cultural compatibility of methods and materials, and (8) the teacher. Major topics addressed include research in reading in bilingual education, dimensions of reading, research on ex-post facto variables (SES, sex, culture, learning style), research on reading readiness, the language for initial literacy, methods for teaching reading to bilingual learners, and teaching reading to advanced students. Recommendations for approaches to teaching reading are explored based on whether the goal of the program is acculturation into the dominant linguistic culture, functional bilingualism and biliteracy, or the preservation of the first language and ethnic identification. (JK)

ED 210 904 FL 012 639

Menasche, Lionel

Aspects of the Reading Process: Reading Comprehension in Adult (French) Learners of English as a Foreign Language: A Comparison of Reading Aloud and Silent Reading.

Pub Date-Jun 77

Note-86p.; Ph.D. Dissertation, Univeristy of Cambridge.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, Articulation (Speech), Cloze Procedure, Comparative Analysis, *English (Second Language), Language Proficiency, Language Research, *Oral Reading, *Reading Comprehension, Reading Instruction, *Reading Rate, Reading Tests, *Silent Reading, Teaching Methods, Vocabulary Skills

Identifiers-French Speaking

An experiment was conducted with twenty native French speakers using a set of four reading passages, each followed by five multiple choice comprehension questions. Each subject was tested twice when reading aloud and twice when reading silently. Other test materials included a pre-test designed to check whether certain lexical items from the reading passages were unknown to the subjects and a cloze test to provide an independent measure of the subject's English proficiency. Results confirm that: (1) silent reading is more rapid than reading aloud; (2) silent reading is a more efficient means to comprehension; and (3) divided attention, due to the added task of articulation, causes reading aloud to be less efficient. There are important differences between reading aloud and silent reading in regard to how much meaning each yields. Within each mode there are variations governed by the reader's purpose. Reading pedagogy in schools typically ignores silent reading skills such as scanning, search reading, skimming, receptive reading, and responsive reading. The awareness of the differences noted would do much to improve the effectiveness of reading instruction. Appendices include test materials, correct answers, item analyses, an example of test procedure, and notes on statistical techniques used. (JK)

ED 210 905 FL 012 640

Bowerman, Melissa

Beyond Communicative Adequacy: From Piecemeal Knowledge to an Integrated System in the Child's Acquisition of Language.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81
Note-26p.; In its Papers and Reports on Child Language Development, Number 20, p1-24, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Language, Cognitive Development, *Error Analysis (Language), *Language Acquisition, Language Research, Language Usage, Oral Language, Preschool Children, *Semantics
Identifiers-Causatives (Grammar), *Inflection (Grammar), Intention, *Word Choice

This study investigates the onset at periodic intervals in the age range of about two to five years of various kinds of recurrent and systematic errors in word choice and/or syntactic structure. Acquisitional processes and their implications are outlined. Sections address: (1) the kinds of processes that can be inferred to underlie errors (late errors'') that do not set in until after a period of correct usage; (2) the currently dominant model of how linguistic forms, meaning, and communication are interrelated in the acquisition of language; (3) challenging problems for this model; (4) a suggestion that the notion of meaning'' in language must be reconceptualized before the problems can be solved; and (5) evidence from several types of late errors that supports the arguments. The error types discussed show the ways in which the relationship between form and meanings can change in the course of language development. These changes occur after the child would ordinarily already be credited with having acquired'' the forms in question. This indicates that achieving fluent, productive use of a form and achieving adult-like knowledge of its structure are not necessarily isomorphic. (Author/JK)

ED 210 906 FL 012 642

Berman, Ruth A.
Children's Regularizations of Plural Forms.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81
Note-12p.; In its Papers and Reports on Child Language Development, Number 20, p34-43, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Child Language, Children, Error Analysis (Language), Form Classes (Languages), Hebrew, *Language Acquisition, Language Research, Language Usage, Morphology (Languages), *Nouns, *Plurals

This study investigates plural noun forms in Modern Hebrew to show that the pattern of regularization differs for specific words, rather than for classes of words. Early regularization, in which the children add a plural suffix with no stem change, applies unconditionally. Subsequently, the pattern changes and while some words are still regularized by six year olds, others are given the correct plural form by grade-school age children. Other words continue to deviate from the norms of classical Hebrew, even in the speech of educated adults. A test was administered to 48 native Hebrew speakers of high socio-economic status, 12 each at the ages of three, six, and twelve, and non language-major college students. The 20 items tested plural formation for two classes of feminine nouns and two classes of masculine nouns. Results reveal the complex interaction between formal linguistic knowledge and incidental knowledge due to familiarity of specific forms in language usage and in formulaic contexts. Both kinds of knowledge are developmentally determined, yet some historically deviant forms have entered standard usage. What constitutes an error may need to be evaluated differentially with respect to the language of young children compared with that of older speakers. (Author/JK)

ED 210 907 FL 012 656

Goldstein, Howard

Recombinative Generalization: Relationships Between Environmental Input and the Linguistic Repertoires of Miniature Linguistic System Learners.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-Aug 81

Grant-HD-00973

Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (August 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, Educational Environment, *Language Acquisition, Language Research, Listening Comprehension, Preschool Education, Semantics, *Syntax, Teaching Methods, *Visual Stimuli, *Vocabulary Skills

Experimental research on the environmental conditions that promote generative language learning is reviewed. Recombinative generalization is introduced as a process that enables individuals to express and to comprehend novel utterances. This review focuses on the use of a miniature linguistic system paradigm to explore how recombinative generalization can be efficiently established. How the necessary stimulus conditions vary depending upon the linguistic repertoires of individuals are discussed. Examples of learners who have no knowledge, partial knowledge, and near complete knowledge of the lexical constituents included in language systems are used to illustrate differences in the necessary conditions that can yield generative language learning. Also mentioned are implications for understanding normal language acquisition and for developing efficient language intervention programs. (Author)

ED 210 908 FL 012 669

Higgs, Theodore V., Ed.

Curriculum, Competence, and the Foreign Language Teacher. The ACTFL Foreign Language Education Series.

American Council on the Teaching of Foreign Languages,

Hastings-on-Hudson, N.Y.

Pub Date-82

Note-147p.; For separate articles, see FL 012 670-675.

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, IL 60077 ($11.80; $8.95 to ACTFL members).

Pub Type- Books (010) - Guides - General (050) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Articulation (Education), *Communicative Competence (Languages), *Curriculum Development, Instructional Innovation, *Second Language Instruction, *Textbooks

The articles in this book address some of the major issues facing foreign language teachers in the next decade. These issues grow out of the concepts that received most attention in the 1970s: communicative competence, alternatives to traditional instruction, articulation of the curriculum in view of realities in U.S. foreign language departments, and expanding beyond the textbook. Specific titles and authors include: (1) What Can I Do to Help?'' (Theodore V. Higgs), (2) The Textbook as Curriculum'' (Robert Ariew), (3) Breaking the Book Barrier'' (Mary B. Flynn), (4) The Push Toward Communication'' (Theodore V. Higgs and Ray Clifford), (5) Curricular Alternatives for Second-Language Learning'' (Linda M. Crawford-Lange), and (6) The Problem of Articulation'' (Dale L. Lange). (JB)

ED 210 909 FL 012 670

Higgs, Theodore V.
What Can I Do to Help?
Pub Date-82
Note-10p.
Available from-Not available separately; see FL 012 669.
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Communicative Competence (Languages), Curriculum Development, *Language Teachers, *Second Language Instruction, Student Needs, *Teacher Effectiveness

Recent developments in the foreign language education community indicate how concerned teachers are becoming with their students' degree of competence in speaking the languages they are learning. A variety of conferences, reports, and projects testify to the desire to make increased second language proficiency a matter of national importance. The application of linguistic knowledge and research to language teaching methodology has resulted in a definite advance from the grammar translation and audiolingual methods, but there is still a need for an approach that treats communication needs thoroughly while presenting students with the grammar and vocabulary necessary to express themselves accurately. Extensive alteration of existing text materials, at least in part along the lines of the notional-functional approach, will help bring instructional content into harmony with learning goals. The greatest service teachers can perform is to increase their own proficiency, along lines determined by how they can be most useful to students in the classroom. Student needs and program goals must match, and those needs are strongly communicative. Within the limitations imposed by the small number of hours available for exposure to the target language, teachers can themselves be unreplaceable resources in pointing students in the direction of true proficiency. (JB)

ED 210 910 FL 012 671

Ariew, Robert
The Textbook as Curriculum.
Pub Date-82
Note-23p.
Available from-Not available separately; see FL 012 669.
Pub Type- Opinion Papers (120) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Curriculum Design, *Second Language Instruction, Teacher Developed Materials, Textbook Content, *Textbook Evaluation, Textbooks, *Textbook Selection

The lack of cultural content, low interest level, and crowdedness of second language textbooks arise because every textbook represents a compromise: between the publisher's need to sell a book and the author's need to address specific pedagogical issues, and between the need to explain grammatical points fully and the need to explain them briefly. Although virtually all teachers rely on textbooks, most would admit that the one they selected was the least of evils. Attention to certain criteria will make the selection process more rewarding: (1) the characteristics of the student population, (2) the linguistic background and preparation of the teaching staff, and (3) the teaching environment. Textbooks represent the top of a pyramid whose base is economic and political reality, with the rationale for foreign language study and available methodologies representing intermediate steps. The evaluation of a text will take into account course goals and content (e.g., is the text too jargony? does it contain a variety of exercises?). The teacher will learn to defend to students both the text and his/her own somewhat different approach. Adapting materials in the book should be an effort to substitute similar but more appropriate material, rather than an addition onto existing material. (JB)

ED 210 911   FL 012 672

Flynn, Mary B.
Breaking the Book Barrier.

Pub Date-82
Note-22p.
Available from-Not available separately; see FL 012 669.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Classroom Techniques, Individualized Instruction, Instructional Innovation, *Instructional Materials, *Material Development, *Second Language Instruction, *Teacher Developed Materials, Teaching Methods, Textbooks

The second language teacher who wishes to meet the needs of students will supplement a well-chosen textbook with innovative instructional content and methods. The crucial element in deciding what and how to teach is learner characteristics. Discovering learning styles is especially important. The need to supplement textbook material arises whenever important program goals are not being realized. Supplementation can be used when material is first presented, when it is reinforced, in homework assignments, or in a learning center. In addition to the use of audiovisual aids, it is possible to combine lessons into units which integrate a variety of materials and approaches around a theme. Many resources exist for researching materials and ideas for teacher-developed materials. One effect of introducing these materials is to individualize instruction. Lists are presented which describe steps in bringing innovation to the classroom, blending supplementation and individualization, and hitting upon appropriate supplementary materials and activities. (JB)

ED 210 912 FL 012 673

Higgs, Theodore V. Clifford, Ray
The Push Toward Communication.
Pub Date-82
Note-23p.; Figure 2 may not reproduce clearly because of small print.
Available from-Not available separately; see FL 012 669.
Pub Type- Opinion Papers (120) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Achievement Rating, *Communicative Competence (Languages), Curriculum Development, *Language Proficiency, Language Skills, Second Language Instruction, *Second Language Learning, *Speech Skills, Student Educational Objectives
Identifiers-Foreign Service Institute DC

The pervasive notion of communicative competence has all too often been translated in terms of an instructional goal as minimum communicative competence. The second language learner who is actually preparing to function at a relatively high level of sophistication in the target language culture is not benefitted by reliance on paralinguistic strategies, a large vocabulary at the expense of grammar skills, or the aid of a sympathetic listener. This observation may be illustrated by reference to the five skill levels of oral proficiency which characterize the Foreign Service Institute rating. Instructional methods which emphasize acquisition of vocabulary and neglect grammatical structures tend to produce the terminal 2,'' who research says is cognitively incapable of later acquiring the necessary grammar to come closer to native-speaker competence. In actuality, the proportion of different skills (vocabulary, grammar, pronunciation, fluency, and sociolinguistic) that contribute to a speaker's competence may be shown to differ from one level of global proficiency to another, with all skills approximately converging at the native speaker (5) level. Curricula should allow for progression among all levels, not only providing immediate vocabulary needs, but anticipating the other skills that become increasingly important as the student moves toward true proficiency. (JB)

ED 210 913 FL 012 674

Crawford-Lange, Linda M.

Curricular Alternatives for Second-Language Learning.

Pub Date-82

Note-32p.

Available from-Not available separately; see FL 012 669.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Classroom Techniques, Course Content, Educational Strategies, Elementary Secondary Education, *Instructional Design, *Modern Language Curriculum, *Second Language Instruction, Teaching Methods

Like all learning situations, second language classrooms contain unique sets of learners, available materials, variable physical structures, and individual teachers. All of these factors receive further definition from the total school and community surroundings, as well as changes in clientele, curricular models favored at one time or another, and money available for equipment and materials. A survey of instructional variables is presented as a framework for discussing curricular alternatives for second language teaching. The variables treated are time, goals, learning strategies and materials, and evaluation strategies. In this context, curricular alternatives are treated under the headings: (1) alternative curricular designs, (2) content alternatives, and (3) instructional alternatives. It is suggested that teachers choose various elements from the alternatives surveyed and adjust them in view of the situation, the people involved in the situation, and the desired learning outcomes. (AMH)

Lange, Dale L.
The Problem of Articulation.
Pub Date-82
Note-25p.
Available from-Not available separately; see FL 012 669.
Pub Type- Translations (170) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Articulation (Education), College School Cooperation, Educational Planning, Elementary Secondary Education, Evaluation Methods, Instructional Development, *Language Proficiency, *Modern Language Curriculum, Postsecondary Education, *Second Language Instruction, Teaching Methods

The problem of articulation is examined, including attempts that have been made to resolve it and new proposals for its resolution. In order for the discussion to be meaningful, several relevant terms are defined: articulation, horizontal articulation, vertical articulation, inter-/multidisciplinary articulation, level, learner outcomes, and performance objectives. While literature suggests that the problem is basically one of vertical articulation, this discussion examines both vertical and horizontal articulation according to specificity in stating outcomes, different teaching strategies and materials, and the need for systematic evaluation. Inter-/multidisciplinary articulation is discussed outside of these categories. Solutions are offered related to dialogue and action, the curricular process, coordination of programs, individualized instruction, textbook selection, placement of students in college classes, and achievement tests. New proposals are offered related to: (1) the statement of language proficiency outcomes, (2) the communication of expected language-proficiency outcomes between and among schooling levels and disciplines, and (3) the development of instruments and/or procedures to evaluate the proficiencies. (AMH)

ED 210 915 FL 012 690

Krahnke, Karl J.

Incorporating Communicative Instruction Into Academic Preparation ESL Curricula.

Pub Date-81

Note-18p.; Paper presented at the TESOL Annual Summer Meeting (3rd, New York, NY, July 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Awareness, *Curriculum Design, *English (Second Language), Higher Education, Individualized Education Programs, Language Acquisition, Language Skills, Language Styles, Language Usage, Literacy, Program Content, Teaching Methods

A curriculum rationale and model which meet the constraints of what is known of communicatively-based language teaching/learning are presented. The curricula prepares non-English speaking students for higher educational experiences in the U.S. Current program rationales, communicative and interactive teaching, and issues in curriculum design are reviewed. The curriculum model presented takes into account language acquisition and the relationship between language and its function in communication. The curriculum includes: (1) different instructional techniques for different levels of linguistic and communicative development; (2) deliberate depersonalization of language behavior through increasingly culture-specific or abstract stimuli and information which require the learners to develop increasingly objective rather than subjective points of view; and (3) increased use of individualized learning activities as the general aspects of the language have developed and individual strengths, weaknesses, and needs have become more apparent. (JK)

Mackey, William Francis

Education bilingue et education biculturelle: Tour d'horizon sur les politiques contemporaines (Bilingual and Bicultural Education: A General Survey of Current Policy).

Centre Mondial d'Information sur l'Education Bilinque (CMIEB), Saint Gervais (France).

Pub Date-74

Note-22p.; Paper presented at the Colloquium of Suresnes (Suresnes, France, October 27-28, 1973).

Language-French

Pub Type- Opinion Papers (120) - Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Bilingualism, Bilingual Schools, Child Language, Children, Cross Cultural Training, *Cultural Awareness, *Ethnicity, *Language Acquisition, *Multicultural Education, Self Esteem

This paper notes the progress made in many countries towards the use of two or three languages in children's education. It is recommended that bilingual education focus on more than linguistic activities and include the study of the history and culture of all languages involved. This combination of bilingual and bicultural education aids in developing and maintaining the children's self-esteem and their pride in their native and target cultures. A worldwide movement in favor of bilingual and bicultural education is discussed as a result of many countries adopting several cultures. This trend is understandable when noting the necessary overlap of language, culture, and ethnicity. Problems faced in a number of countries dealing with bilingual or multilingual education and programs initiated to address these problems are reviewed. (JK)

ED 210 917 FL 012 694

Bassano, Sharron Kay Christison, Mary Ann

Developing Successful Conversation Groups in the Intermediate and Advanced ESL Classroom.

California Association of Teachers of English to Speakers of Other Languages.
Pub Date-81
Note-14p.; In its CATESOL Occasional Papers, Number 7, p1-13, 1981. Paper presented at the TESOL Convention (Detroit, MI, 1981) and at the CATESOL Conference (Monterey, CA, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, College Second Language Programs, *Communicative Competence (Languages), *Conversational Language Courses, Course Content, *English (Second Language), *Group Behavior, Group Unity, Higher Education, Instructional Design, Interaction Process Analysis, *Language Attitudes, Language Fluency, Large Group Instruction, Self Concept, Small Group Instruction, Student Attitudes, *Teaching Methods

Suggestions for improving conversation groups in the intermediate and advanced English as a second language classroom are considered with attention directed to design of the activities, preparation of the individuals involved, and selection of the subject matter. In addition, factors that cause conversation groups to fail are discussed. A progressive format or sequencing of strategies in the conversation class, along with functional interaction techniques that promote free'' conversation, are advocated. The following six activity categories are described, and objectives and examples of activities are identified: restructuring, one-centered, unified group, dyads, small group, and large group. It seems to be a good idea to start with restructuring, unified group, and one-centered activities, as these types begin to change the students' attitudes about what learning entails, about their own self-image, and about the importance of cooperation in forming a positive class experience. All interpersonal activities should move gradually from low-risk, nonpersonal content, such as games, information gathering, reporting, problem-solving, to activities that ask for the sharing of personal values, beliefs, and feelings. (Author/SW)

ED 210 918 FL 012 695

Schwabe, Tippy

Oral Differences in English and Arabic: A View from the ESL Teacher's Perspective.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-81

Note-22p.; In its CATESOL Occasional Papers, Number 7, p14-34, 1981. Paper presented at a workshop at the University of California/Davis (Davis, CA, October 7, 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Arabic, College Second Language Programs, Communicative Competence (Languages), Consonants, *Contrastive Linguistics, *English (Second Language), *Error Analysis (Language), Higher Education, Interference (Language), Intonation, Language Rhythm, *Oral Language, Stress (Phonology), *Suprasegmentals, Vowels

Differences between English and Arabic are examined to assist the English as a second language (ESL) teacher. It is suggested that in order to know how to help students, ESL teachers must understand what the problem or difference is and why it is occurring. The sound systems of English and Arabic, including the suprasegmentals of intonation, stress, and rhythm, are contrasted, along with selected grammatical features. Attention is directed to contrastive features that not only cause semantic confusion, but also those that may trigger an emotional response not intended or realized by the Arabic speaker of English. All the vowels in English are, with one exception, in Arabic. Among the issues in teaching vowels to Arabic students is to lengthen the four long vowels in English; this is important in working on stress and unstress. In relation to consonants, the Arabic speakers tend to aspirate stop sounds in English in all positions, a practice which may make them appear overly strong and aggressive. Additionally, it is recommended that oral and written work is needed to teach the English final consonant clusters that are not permitted in Arabic. Another important thing to know is that monosyllabic words in Arabic are always stressed. This and other differences in the oral language patterns cause interference in controlling rhythm, intonation, and stress. Contrastive data and examples of errors are presented, based on work with intermediate and advanced students. (SW)

ED 210 919 FL 012 696

Dubin, Fraida

Launching an ESOL Materials Development Project.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date-81

Note-8p.; In its CATESOL Occasional Papers, Number 7, p35-41, 1981. Article based on a workshop presentation at the CATESOL State Conference (San Diego, CA, April 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Design, Curriculum Development, Decision Making, Educational Needs, Elementary Secondary Education, *English (Second Language), Higher Education, *Instructional Materials, *Material Development, *Needs Assessment, Student Characteristics, Student Needs, *Teacher Developed Materials, Teamwork

Guidelines for teachers of English to speakers of other languages (ESOL) who wish to undertake an ESOL materials development project are presented. Three areas that affect all such projects are discussed: (1) writing for a local or a wider audience, (2) writing as a team effort, and (3) writing as a decision-making process. In creating for a local audience, the writers are familiar with the needs of the learners, their ages, level of proficiency, degree of motivation, and cultural learning styles. At the same time, there is complete information about the instructional setting: class number, number of hours of instruction, and languages used by learners in and outside of the classroom. Parameters of the project should be defined in terms of emphasis on language skills, structural elements and processes, functions, and content. A team needs an organizer, an idea person, an experimenter, and an evaluator. In team writing, one person is totally responsible for conceptualization and design and for task assignment. The decision-making characteristics of materials writing is most apparent during the early stages of a project. Among the basic issues that should be settled early are: (1) Is the project needed? (2) Is the project focused on real needs of the intended audience? (3) Whose voice will speak from the pages (teacher or author)? (4) What will the student's responsibility be? Language content concerns are: selection and suitability of content, selection of context, grading, and the point of view expressed in terms of age, sex, social class, and nationality. The format, sequencing, practice modes, and evaluation of the materials also are important. (SW)

ED 210 920 FL 012 697

Master, Peter

Teaching English for Science and Technology (EST) through Technical Writing.

California Association of Teachers of English to Speakers of Other Languages.
Pub Date-81
Note-20p.; In its CATESOL Occasional Papers, Number 7, p42-60, 1981. Paper presented at the CATESOL Bay Area Mini-Conference (San Francisco, CA, November 1, 1980) and at the CATESOL Convention (Monterey, CA, April 3, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Second Language Programs, College Students, Descriptive Writing, *English for Special Purposes, Expository Writing, *Foreign Students, Grammar, Higher Education, *Reports, Rhetoric, Sciences, *Technical Writing, Technology, Writing Instruction, *Writing Skills

Suggestions are presented to assist the nontechnically trained English as a second language teacher to create a syllabus for a technical writing course for foreign students who are studying science and technology. The syllabus for the English for Science and Technology (EST) writing course is based on the format of technical writing derived from native-speaker texts on the subject. The course involves writing five short reports concerned with description (i.e., amplified description, description of a mechanism or body part, description of a process, classification, and an abstract), and one or more long reports concerned with argumentation. The types of long reports may include a feasibility study, research report, and progress report. Before any writing assignment is given, a skeleton structure is presented to the class, along with a model of the report being studied. Grammar, as an adjunct to the writing sequence, also is taught. The article system in English is one of the most difficult grammatical points for a foreign student to master. It is also necessary to devote considerable attention to the relative clause, including subject- and object-form relative clauses and the defining (restrictive) versus nondefining (nonrestrictive) distinction. Other grammatical points are covered, including compound nouns and adjectives and the passive voice. Stylistic and rhetorical points of interest concern definitions; transitional devices; paraphrasing and quoting; wordiness; and figures, graphs, and equations. The skeleton structures of a short and long report are included. (SW)

Walsh, Robert E.
Indochinese Refugees: Cultural and Linguistic Insights.
California Association of Teachers of English to Speakers of Other Languages.
Pub Date-81
Note-15p.; In its CATESOL Occasional Papers, Number 7, p66-79, 1981. Revised version of a paper presented at the CATESOL Conference (Monterey, CA, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation, Alphabets, Cambodian, Cambodians, Chinese, *Contrastive Linguistics, Cultural Differences, *English (Second Language), Ethnic Groups, Grammar, *Indochinese, Intonation, *Lao, Laotians, Phonetics, *Refugees, Semantics, *Vietnamese, Vietnamese People

Identifiers-*Hmong

Basic information that teachers of English as a second language should know about Indochinese refugees, including the identification of different ethnic or regional groups and characteristics of four Indochinese languages, is presented. Indochinese refugees come from Vietnam, Laos, and Cambodia. The five major groups of people are unrelated ethnically and linguistically and the cultural differences are significant. Historically, the major cultural forces that influenced the region were the Indian in Cambodia and Laos and the Chinese in Vietnam. Historical influences in the Indochinese countries are briefly traced, and the refugee situation in these countries is examined. A few generalizations about cultural characteristics of the Indochinese and information about assimilation problems are considered. To assist the teacher of English in multiethnic classes, information is presented on: (1) which refugees can communicate with each other and which groups are compatible, (2) naming systems and pronunciation of names, (3) the languages of the five major groups (Vietnamese, Chinese, Lao, Hmong, and Cambodian) and the significant differences among them in phonetics and grammar. Information is presented on phonetics, tone, alphabets, grammar, and lexicon/semantics. Publications that give detailed analyses of the various languages are identified. (SW)

ED 210 922 FL 012 699

Jeske, Doreen Pat
Talking on Paper? An Antidote.
California Association of Teachers of English to Speakers of Other Languages.
Pub Date-81
Note-11p.; Revised version of a paper presented at the CATESOL Conference (Monterey, CA, 1981). In its CATESOL Occasional Papers, Number 7, p84-93, 1981.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Second Language Programs, College Students, Course Objectives, *English (Second Language), Essays, *Expository Writing, Grammar, Higher Education, Paragraph Composition, Punctuation, Sentence Combining, Sentence Structure, *Student Writing Models, *Teaching Methods, *Writing (Composition), Writing Instruction, Writing Skills, Written Language

A technique to help English as a second language students master the basic elements of expository prose is considered in terms of course objectives and the types of assignments used to accomplish them. A characteristic of many highly verbal students entering a college program is their propensity to talk on paper'' in an informal, ungrammatical, disorganized fashion. To prevent the students from reinforcing their own patterns of errors, a tightly structured approach using model essays incorporating definite grammatical constructions is used. The technique focuses on a limited but correct set of sentence structures, accurate punctuation, use of transition words, and the ability to use organizational patterns. Examples are presented of combining simple sentences into complex ones and of how time clauses beginning with such subordinates as when'', and before'', can begin or end a sentence. The assignments concentrate on using a particular sentence structure in essays with student-chosen topics. As students write essays following models, the mistakes that they make in other constructions appear and become a second component of instruction. In addition, the choice of topics not only forces the fluent use of many complex structures but also incorporates repeated experience in using the basic rhetorical patterns and their related structural vocabularies which are necessary for competent college-level writing. By the end of the course, five ways of organizing a paragraph have been practiced, and the art of developing supporting ideas has been taught. (Author/SW)

ED 210 923 FL 012 700

Awobuluyi, A. Oladele

Peace Corps Yoruba Course.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-Peace Corps, Washington, D.C.
Pub Date-65
Contract-PC-72-514
Note-374p.; Prepared by the Institute for Education in Africa.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Adult Education, African Languages, *Course Content, Grammar, Instructional Materials, Listening Comprehension, Morphology (Languages), *Pronunciation Instruction, Syntax, Vocabulary Development, *Yoruba
Identifiers-Peace Corps

The materials in this course are designed to be taught by an instructor who speaks Yoruba as her/his first language and, in addition, has a good knowledge of English. The mimicry, manipulation, and memorization phase consists of three parallel columns: Column A lists the lexical items to be introduced, Column B gives the pronunciation of some sentences in which the items under A occur, and Column C gives the uncontracted or the unassimilated versions of the sentences appearing under B. The other phases include conversation, comprehension, communication, and greetings. Major grammatical points are covered in the following topics: (1) personal introductions name, nationality, and residence; (2) food; (3) profession; (4) buying and selling; (5) time; (6) weather; (7) directions; (8) travel; (9) kinship terms; and (10) bodily ailments. Extensive directions for use of the course are included throughout the text. (JK)

Smith, D. G., Ed.
Teaching Languages in Today's Schools.
Centre for Information on Language Teaching and Research, London (England).
Report No.-ISBN-0-903466-35-X
Pub Date-81
Note-131p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England.
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Advanced Courses, *Curriculum Development, Foreign Countries, Grade 12, *Language Skills, Listening Comprehension, Literature, Notional Functional Syllabi, Reading Instruction, Secondary Education, *Second Language Instruction, Speech Instruction, Student Educational Objectives, Teaching Methods, Writing Instruction
Identifiers-United Kingdom

Information for second language teachers in Great Britain, also applicable to the situation in the United States, is presented. The material is organized as a response to the availability of second language instruction to students across all ability levels. In addition, issues related to new developments in theory-into-practice (such as the threshold level, the notional-functional approach, and the unit-credit system) are addressed. Four articles are devoted to curriculum development, with emphasis on setting realistic goals in the light of widespread student failure and loss of interest. Additional articles are devoted to each of the basic language skills: listening, speaking, reading, and writing. Finally, two articles discuss instruction at the advanced secondary level in terms of class activities and literary works for class use. (JB)

ED 210 925 FL 012 704

The Language Key in Export Strategy Report of a Conference (Birmingham, England, January 12, 1981).
Aston Univ., Birmingham (England).
Spons Agency-British Overseas Trade Board, London (England).
Pub Date-Oct 81
Note-68p.
Available from-AMLC, Department of Modern Languages, University of Aston in Birmingham, Gosta Green, Birmingham, B4 7ET, United Kingdom.
Pub Type- Collected Works - Proceedings (021) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Broadcast Industry, *Exports, Foreign Countries, *Industry, Language Attitudes, Marketing, Salesmanship, *Second Language Learning
Identifiers-Great Britain

This conference addresses the need for British trade to be able to communicate with their customers in their own language. Knowledge of foreign language for trade is necessary if Great Britain is to continue competing with other countries exporting to non-English speaking markets. Industry and education at the regional and local level must work together to bring about an improvement in foreign language skills in industry. Conference participants conclude that the slow process of changing national attitudes toward foreign languages in the long term would be greatly assisted if broadcasting and television companies adopted a more encouraging policy towards their use in parts of normal programs. They suggest that (1) interviews with foreign language speakers not be dubbed but instead have subtitles, (2) brief items in the main foreign languages be transmitted at peak viewing times, (3) news programs in French and German are televised too late for the majority of those who would like to see them, and (4) it is important that British people experience other languages as a normal part of everyday life. (JK)

ED 210 926 FL 012 705

Marshall, Helaine W.

GLUE: A Useful Concept for Eliminating Fragments and Run-Ons.

Pub Date-Oct 81

Note-15p.; Paper presented at the Annual Conference of the New York State English to Speakers of Other Languages and Bilingual Educators Association (Rochester, NY, October 23-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*English (Second Language), Higher Education, Pronouns, *Sentence Structure, *Syntax, *Teaching Methods, *Writing Instruction

Identifiers-Conjunctions, *Connectives (Grammar)

The writing of ESL students, while sophisticated in some respects, often contains fragments and run-ons. Because these students have no reliable, self-monitoring system for analyzing their writing and because they believe they are communicating effectively, they fail to recognize their difficulties in forming complete sentences. This paper discusses a program implemented in an advanced intermediate ESL college composition class. The program proposes that students will be able to monitor their writing for incorrectly formed sentences if given a series of exercises designed to help them analyze their work. The key concept is GLUE, a term used for all connectors, including coordinating and subordinating conjunctions and relative pronouns. Using a reference list of the GLUE words in English, students first label those they have used and, then, identify the finite clauses or subject-verb (SV) units. The number of GLUE words and SVs used are counted up as the student determines the type of sentence unit s/he has created. A complete sentence requires one more SV than GLUE. In altering their work, students learn to remove an SV, add a GLUE, or in some other way make the sentence conform to the rule for a complete sentence. (Author/JK)

ED 210 927 FL 012 706

Cooper, Stephen

Graduate Theses and Dissertations in English as a Second Language: 1980-81.

Pub Date-Dec 81
Note-39p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Annotated Bibliographies, Bilingualism, Contrastive Linguistics, Cultural Education, Curriculum, Descriptive Linguistics, *Doctoral Dissertations, *English (Second Language), Grammar, Instructional Materials, *Language Research, *Masters Theses, Phonology, Psycholinguistics, Reading Instruction, Second Language Learning, Sociolinguistics, Teaching Methods, Testing, Vocabulary

This is the sixth annual listing of graduate theses and dissertations in English as a second language (ESL). The studies cited were completed during the academic year 1980-81. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairpersons from the institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 61 entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under 13 headings: adult education, bilingualism, contrastive studies and language analysis, culture, curriculum, grammar, methods and materials, phonology, psycholinguistics, reading and vocabulary, second language learning, sociolinguistics, and testing. (Author/AMH).

Bornstein, Harry

Information About Signs as a Function of Experimental Method.

Pub Date-81

Note-19p.; Paper presented at the American Educational Research Association Meeting (1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Autism, Cerebral Palsy, *Hearing Impairments, Language Research, Mental Retardation, *Motion, Recall (Psychology), *Sign Language, Teaching Methods, *Visual Perception

This paper, in reviewing four different studies, discusses the influence of some basic parameters or aspects of a sign on the accuracy of perceiving that sign. This information can aid the teaching of signs to the mentally retarded, the autistic, the cerebral palsied, and the hearing adult. A series of studies was conducted in which the aim was to control (eliminate), as directly as possible, the given parameter on which interest was focused. In the case of location in reference to the body, the face, body, arms, and legs were eliminated from the picture. Movement was controlled by holding the hands still. Handshape was controlled by first using only one basic handshape and then by using rather formless mittens. Findings indicate that the method by which data about sign parameters are collected very markedly affects results. In terms of the various studies, conflicting results include: (1) parameter effects are sign specific, (2) movement is the most important parameter, and (3) movement is the parameter least influential on recall. (JK)

ED 210 929 FL 012 709

Blair, Thomas E.

A Profile of Variation in Reader Paragraphing Among Native and Nonnative Speakers of English.

Pub Date-Aug 80
Note-120p.; M.A. Thesis; University of Hawaii.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Discourse Analysis, *English (Second Language), Grammar, Language Research, *Literacy, Native Speakers, Non English Speaking, *Paragraphs, *Reading Processes, *Writing Instruction

The suspicion that some second language learners' problems in reading can be attributed to a lack of literacy in general rather than to a lack of fluency in English per se motivated the present study. The hypothesis suggests that readers learn literacy only once and that a lack of literacy in one's first language can be more of a barrier to accurate reading than can a lack of fluency in English. Differences were found within the following pairings of readers: native literate and semiliterate, and native literate and nonnative literate. Discourse blocking and three-system (lexical, grammatical, and rhetorical) analyses show that, generally, native literate readers tend to paragraph at significant rhetorical boundaries. When other readers disagree with this group they do so at the following places: (1) at lower level rhetorical breaks that can often be better characterized as lexical or grammatical, (2) at rhetorical units which begin narrative illustration or event'' rather than expository frames, and (3) after rhetorical units that are interpreted as topic/opening units by native literate readers. (Author)

ED 210 930 FL 012 710

Price-Williams, Douglass

A Cultural Approach to Metacognition.

Pub Date-Aug 81

Note-25p.; Paper presented at the Annual Meeting of the American Psychological Association (August 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, *Cultural Context, Ethnography, Institutions, Interaction, Literacy, *Mental Retardation, *Metacognition, *Mnemonics, Social Behavior

Identifiers-Brunswik (Egon)

Examples of metacognitive material from different cultures are presented. These include not only clear mnemonic strategies, but more complex cases in which the element of metalinguistics enters. The relevance of this ethnographic material to issues in the experimental psychology of metacognition is discussed. Illustrations of metacognition from contemporary mentally retarded persons in our own culture are presented using an ethnographic approach. The social relevance of metacognition is emphasized. Brunswik's conceptions of distal and proximal are utilized as a model of conceiving the notion of metacognition. There are two elements involved in the concept of metacognition an external one and an internal one. The external one lies in the domain of social interaction and social institutions, in the entire socio-technical system. The resources and determining aspects are exosomatic or outside of the individual. What is internal to the individual is the directionality or vectoring component of the cognitive process itself. When the internal engages the external, the term metacognition'' is used. (Author)

ED 210 931 FL 012 712

Winitz, Harris, Ed.

The Comprehension Approach to Foreign Language Instruction.

Report No.-ISBN-0-88377-181-0
Pub Date-81
Note-307p.; Article entitled Machine-Aided Instruction in Bahasa Indonesia'' is available in prepublication form as ED 195 134.

Available from-Newbury House Publishers, Inc., Rowley, MA 01969 ($19.95).
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Instructional Innovation, Language Research, *Learning Processes, *Listening Comprehension, Neurolinguistics, *Second Language Instruction, Second Language Learning, Teaching Methods

The comprehension approach to second language education emphasizes acquisition of listening comprehension prior to and as a vehicle for acquisition of other language skills. The following articles on this approach are collected here: (1) Nonlinear Learning and Language Teaching'' (Winitz); (2) Aital cal aprene las lengas estrangieras Comprehension: The Key to Second Language Learning'' (Belasco); (3) Participatory Observation: How to Succeed in Language Learning'' (Newmark); (4) The Extinction of Second Language Learning in American Schools: An Intervention Model'' (Asher); (5) Three Steps Leading to Listening Fluency: A Beginning'' (Nord); (6) A Reconsideration of Comprehension and Production in Language Training'' (Winitz); (7) Neurolinguistic Clues to the Essentials of a Good Language Teaching Methodology: Comprehension, Problem Solving and Meaningful Practice'' (Diller); (8) Machine-Aided Instruction in Bahasa Indonesia'' (Burling and others); (9) The Priority of Aural Comprehension in the Language Acquisition Process'' (Postovosky); (10) Comprehension Training: The Evidence from Laboratory and Classroom Studies'' (Asher); (11) Listening Comprehension as a Base for a Multiskill Approach to Beginning Spanish: The Purdue Experiment'' (Corbett and Smith); (12) What Comprehension-Based Classes Look and Feel Like in Theory and Practice'' (Swaffar and Stephens); and (13) Comprehension Training in a High School Setting'' (Garcia). (JB)

ED 210 932 FL 012 713

Cronnell, Bruce, Ed.

The Writing Needs of Linguistically Different Students. Proceedings of a Research Practice Conference held at the Southwest Regional Laboratory for Educational Research and Development (Los Alamitos, California, June 25-26, 1981).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-164p.

Available from-Accounting Department, SWRL Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, CA 90720 ($5.00).

Pub Type- Books (010) - Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indians, *Bilingualism, Black Dialects, Blacks, *English (Second Language), Language Maintenance, *Language Variation, Learning Processes, Literacy Education, Non English Speaking, *Nonstandard Dialects, Spanish Speaking, *Student Needs, *Writing Instruction, Writing Skills

Identifiers-Bilingual Programs, United States (Southwest)

The conference reported here addressed the differences in learning writing among students who do not speak standard American English. In Introduction to Black English,'' Robert Berdan notes the variability of Black dialect. Maryellen Garcia discusses the range of language abilities inherent in Spanish-English Bilingualism in the Southwest.'' In Design and Implementation of Writing Instruction for Speakers of Non-Standard English: Perspectives for a National Neighborhood Literacy Program,'' John Baugh focuses on adolescent and adult speakers of Black English. Carole Edelsky reports on a study of the writing of young Spanish-speaking Mexican Americans in From 'Jimosalcsco' to '7 narangas se calleron y el arbol-est-triste en lagrymas': Writing Development in a Bilingual Program.'' The subjects of The Writing Needs of Hispanic Students'' by John Amastae are Mexican-American college students who have not been exposed to bilingual education. Finally, in American Indian Children and Writing: An Introduction to Some Issues,'' Lance D. Potter underlines the linguistic variation that exists in the two communities studied. (Author/JB)

ED 210 933 FL 012 715

NCSSFL State Reports 1981.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; National Council of State Supervisors of Foreign Language.
Pub Date-Jan 82
Note-42p.
Pub Type- Collected Works - General (020) - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Cooperation, Educational Innovation, Elementary Secondary Education, *Enrollment Trends, Language Enrollment, Second Language Instruction, *Second Language Programs, *State Programs, Teacher Education

Reports from 12 state supervisors of foreign languages were compiled. Each report describes a state's elementary and secondary foreign language programs and activities as of November 1981. Topics covered include basic foreign language programs, trends in foreign language enrollment, teacher training, work with other divisions within the state department of education or other outside agencies, innovative foreign language programs or projects, and other major activities. The states represented are Arkansas, Georgia, Idaho, Illinois, Montana, Oklahoma, Pennsylvania, South Carolina, Texas, Virginia, West Virginia, and Wisconsin. A directory of members of the National Council of State Supervisors of Foreign Languages (NCSSFL) is appended. (JB)

ED 210 934 FL 012 716

Bird, Charles S., Ed.

The Dialects of Mandekan.

Indiana Univ., Bloomington. Research Center for Language and Semiotic Studies.

Spons Agency-Office of International Education (ED), Washington, D.C.

Pub Date-81

Grant-G007701120

Note-449p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*African Languages, Descriptive Linguistics, *Dyula, Language Variation, *Mandingo, Morphology (Languages), Phonetics, Phonology, *Regional Dialects, Uncommonly Taught Languages

Identifiers-Africa (West), *Bambara, National Defense Education Act Title VI

The dialects of Mandekan, a language spoken widely in West Africa, are described. The information was collected for the benefit of students of the languages, developers of texts in any of the dialects, and researchers in Mandekan-speaking areas. A phonetic grid of vowels, consonants, and tone establishes a broad system of symbols for transcription of Mandekan speech. The linguistic criteria that divide one dialect from another include various sound change processes and morphological differences that give a normative grouping of major dialects. The sound differences occur in initial consonants, medial consonants, vowels, and tone, while the morphological changes involve the noun phrase, the verb phrase, postpositions, and sentence types. The three major regions Bambara, Dyula, and Maninka-Mandinka are divided into the dialects occurring there for specific local descriptions. A bibliography is appended. (JB)

ED 210 935 FL 012 717

Grondin, Deirdre

Mass Media Consumption in a Bilingual Culture: Implications of the Literature for Further Research in the Canadian Context.

Pub Date-81
Note-24p.; Paper presented at the International Conference of Language Problems and Public Policy (Cancun, Mexico, December 16-19, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advertising, *Bilingualism, Community Attitudes, Consumer Economics, Cross Cultural Studies, *Cultural Context, Group Membership, Marketing, *Mass Media, Motivation Techniques, Social Influences
Identifiers-English Canadians, French Canadians

Previous studies of mass media consumption behavior within cultural boundaries have yielded important information regarding the selection of communication channels to obtain information by members of specific cultures. However, the selection of mass media information sources in a cross-cultural setting has received little attention in the literature. This paper examines some of the literature on the nature of culture and the different theories of mass media consumption. An attempt is also made to determine if previous research lends theoretical support to further study of the relationship between the cultural group membership of the audience and their consumption of mass media for information. It is concluded that such theoretical support does exist and provides direction for further research in the area. (Author)

ED 210 936 FL 012 719

Lin, Helen T.

A Survey of Common Expressions Used in Daily Life in People's Republic of China.

Pub Date-Nov 81
Note-207p.
Language-English; Chinese
Pub Type- Reports - Research (143) - Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Chinese, Higher Education, Ideography, Secondary Education, *Vocabulary, *Word Lists
Identifiers-*China

A survey of common daily expressions in use in the People's Republic of China (PRC) was conducted during the summer of 1979. It was considered a preliminary attempt towards solving the problem of inadequate teaching material for the study of Chinese. A questionnaire was developed and administered to more than 200 individuals. One hundred sixty-five interviews were transcribed in the project, which yielded both demographic and lexical data. It was found that when compared to the first and second-year Chinese language texts published by the PRC prior to 1976, the proportion of daily life expressions to political terminologies obtained by the present survey is approximately 60% less than the proportion in the textbooks. The appendices present the following data: (1) the 1771 commonly used expressions found in the survey according to frequency of use; (2) the 762 commonly used characters and their 1771 expressions arranged alphabetically; (3) a list of 83 of the common sayings of the PRC; (4) a list of 309 commonly used expressions found in this survey and the 800 words of Modern Chinese''; (5) a list of suggested commonly used expressions; (6) a list of Chinese idioms and common sayings found in the survey; and (7) a sample interview. (AMH)

ED 210 937 FL 012 721

Ludwig, Jeannette

Factors Affecting Vocabulary Learning in a Second Language.

Pub Date-Apr 78
Note-15p.; Revised version of a paper presented at the Spring Methodology Workshop on Foreign Language Teaching (Indiana, PA, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment, Communicative Competence (Languages), Error Analysis (Language), *Grammar, Learning Motivation, Motivation Techniques, *Phonology, *Second Language Learning, Semantics, Speech Skills, Student Teacher Relationship, *Teaching Methods, *Vocabulary Development, Writing (Composition)

This paper discusses the factors that either facilitate or inhibit vocabulary learning and suggests practical classroom techniques for beginning and more advanced students. Vocabulary acquisition is related to the learning situation and to the form, meaning, and grammatical role of the new item in the target language. The focus of the teaching should be on the needs of communication and, therefore, on the active skills (speaking and writing) in real life situations. The learner's task of processing the input of acquiring a new word revolves around three key factors: (1) the phonological shape of the word, (2) its meaning, and (3) its grammatical role in a sentence. Each of these features presents potential problems for the second language student in varying degrees, depending on proficiency. Techniques involved in the solutions to these problems are discussed. Because motivation is a key to learning vocabulary, it is suggested that the teacher discuss with the class words they would like to know or think they should know, so only pertinent items are addressed. Directed vocabulary study must become an integral part of foreign language programs if adequate communicative competence is to be achieved at any proficiency level. (Author/JK)

ED 210 938 FL 012 722

Coombs, Virginia M.
Speech Act Theory and Foreign Language Learning.
Pub Date-Nov 81
Note-9p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Denver, CO, November 23-26, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communicative Competence (Languages), Grammar, *Pragmatics, *Second Language Learning, Suprasegmentals, Syntax, *Teaching Methods, Vocabulary Skills
Identifiers-*Speech Acts

This paper discusses how an understanding of speech acts contributes to the communicative competence in foreign language learning. Reviewing John Searle's five categories of speech acts (1976), the directive is discussed in terms of its manifestations in various foreign languages. Examples of directives in English, German, French, and Spanish are contrasted. Teaching communicative competence presupposes for some the notion of grammatical competence. Both may be taught if teachers are sensitive to those areas of language use which require a knowledge of specific linguistic forms and an understanding of the situation appropriate for these forms. Language teachers should provide language exercises which actively require the students to consider both the grammatical forms and the contextual information necessary to produce a correct response. It may be advantageous to postpone such an integrating exercise until the individual grammatical concepts have been presented separately. Speech act theory provides insight into the function utterances have in a given language. While the theory is not language specific, lexical items and grammatical structures are. (Author/JK)

ED 210 939 FL 012 723

Lane, Sylvia

Determining the Determiner: Aspects of Teaching The'' and A'' in ESL.

Pub Date-May 81

Note-24p.; Paper presented at the National Association of Foreign Student Affairs Conference (33rd, Nashville, TN, May 26-29, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Arabic, Bengali, Chinese, *Determiners (Languages), *English (Second Language), French, Greek, Hebrew, Japanese, Korean, Persian, Postsecondary Education, Semantics, Spanish, *Teaching Methods

This paper examines the aspects of teaching the structural and semantic functions of the article in English. Writing samples from native Chinese- Japanese- Korean- Spanish- Farsi- French- Hebrew- Greek- Bengali- and Arabic-speaking ESL students illustrate the problems that exist in understanding the use of the determiner. Students are not aware of the particularizing functions of the determiner. They either prefer not to use it at all, in which case they get a telegraph-like style, or to use it randomly, hoping it will be correct. Factors which determine the use of the'' and a'' are reviewed and examples are provided for illustration. (JK)

ED 210 940 FL 012 729

Randall, Janet H.

The Inheritance Model: Making and Breaking Morphological Relationships.

Pub Date-81

Note-14p.; Paper presented at the Western Conference on Linguistics (Seattle, WA, October 23, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Learning, Child Language, Generalization, *Language Acquisition, *Language Processing, Language Research, *Models, *Morphology (Languages), Second Language Learning

A model for adult language learning should integrate theories in language acquisition with theories about learnability and proposals about adult language structures. Two particular problems in language acquisition are examined: (1) establishing what counts as a formal relationship in a particular domain, and (2) retreating from overgeneralizations without negative data with respect to the acquisition of morphology. The inheritance principle'' is proposed as a principle of both adult grammar and language acquisition. This principle is understood as follows: first, a derived form inherits the full subcategorization of its base unless the relation between the two forms is distant; and secondly, if a derived form is distantly related to its base, then only the unmarked portion of the subcategorization is inherited. The inheritance model'' suggests that overgeneralizations and subsequent retreat from overgeneralizations follow in a principled way from the formal relationships that learners posit between items. These two predictions of the inheritance principle were tested in a series of experiments with groups of children aged three to seven. The form of the model derived for the domain of morphology suggests parallel models for other domains of grammar and a programmatic approach to the study of overgeneralization and retreat in language acquisition. (AMH)

ED 210 941 FL 012 730

Sleight, Christine C. Prinz, Philip M.

Children's Acquisition of Color Vocabulary.

Pub Date-15 Jul 81
Note-10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 27-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, Children, *Color, Dimensional Preference, Elementary Education, Females, Language Research, Males, *Sex Differences, *Visual Perception, *Vocabulary Development

The study reported here examined the use of color terms by 36 male and female students in kindergarten through fifth grade in a suburban New York City school. The children were asked to label colors using the fanciest color term they could. The only significant difference found was between younger females and older females, tentatively indicating a developmental trend that may explain the difference in color term production between adult females and adult males. Previous studies had found that adult females use fancier terms to describe colors than do adult males and suggested that this difference is determined early in life. The present study indicates that while the difference in color usage between the sexes was not statistically significant at the age levels tested, it may point to a significant difference in later development. (Author/AMH)

ED 210 942 FL 012 731

Kliffer, Michael D.

Inalienable Possession in Romance: Grammar or Inference?

Pub Date-81
Note-13p.; A revised version of a paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 28-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjectives, *Language Patterns, Language Research, Morphology (Languages), *Pragmatics, *Romance Languages, Semantics, *Spanish, Syntax
Identifiers-*Possessives, *Prepositions

The central purpose of this paper is to demonstrate that inalienable possession (IP) in Romance languages hinges more on inferences than is commonly assumed. Most of the analysis concerns Spanish because that language provides the best evidence of how IP is non-grammatical in the sense that it is free of morpho-syntactic constraints. French and Italian data are cited when parallel to Spanish. Generally pedagogical manuals instruct the student to avoid the possessive adjective with inalienables, usually parts of the body. Analysis of several types of sentences indicates that IP lacks any constant tie to a given morpho-syntactic pattern and that the link between possessor and inalienable seems dependent more on contextual plausibility than on any unequivocal grammatical signal reserved for IP. The conclusion makes some observations on comparable structures in French. (AMH)

ED 210 943

FL 012 732

Berent, Gerald P.

Control Judgments by Deaf Adults and by Second Language Learners.

Pub Date-81

Note-44p.; A shorter version of this paper was presented at the Meeting of the Linguistic Society of America (56th, New York, NY, December 27-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Deafness, *Language Processing, Language Research, *Second Language Learning, *Sentence Structure, Verbs

Identifiers-Infinitives, *Minimum Distance Principle

First language acquisition studies reveal that children overextend the minimal distance principle (MDP) during their acquisition of infinitive complement structures. The MDP dictates the interpretation of the logical subject of the infinitive in these structures and overrides marked lexical features such as subject control. Misinterpretations by adult second language learners and by adult prelingually deaf individuals are also shown to result from an overextension of the MDP. On a comprehension test of specific sentences, the relative order of difficulty in interpreting the logical subject of the infinitive is similar for both groups. This order reflects the same order of difficulty on sentences containing tell,'' ask,'' and promise'' which has been reported in the literature on first language acquisition. The later acquisition of certain structures is explained in terms of the inherent linguistic complexity of the sentences. (Author)

Frawley, William
The Complement Hierarchy: Evidence for Language Universals from L2.
Pub Date-81
Note-22p.; Paper presented at the Annual Meeting of the Linguistic Society of America (56th, New York, NY, December 30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-English, Language Acquisition, Language Research, *Language Universals, Psycholinguistics, Second Language Learning, *Sentence Structure, *Structural Analysis (Linguistics)
Identifiers-*Clauses

This paper is an empirical study of Dryer's (1980) universal hierarchy of positions of sentential complements as a predictor of second language acquisition. The place of universal grammar in second language research is discussed, as is Dryer's hierarchy and preliminary psycholinguistic evidence in support of it. The results of an experiment testing the hierarchy against the performance of second-language learners and native speakers are reported: the hierarchy predicts access to complement structures by second-language learners and native speakers (clause-final accessed more than clause-initial and access proceeds from more universal to less universal). These results are discussed as counterevidence to language interference and evidence for language universals and universals of performance. (Author)

ED 210 945 HE 012 898

Ministry of Colleges and Universities 1978-79 Statistical Summary.
Ontario Ministry of Colleges and Universities, Toronto.
Pub Date- 80
Note-71p.
Available from-Statistics Section, Management Information Systems Branch, Ministry of Colleges and Universities, 18th Floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, Canada.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Certification, College Faculty, College Freshmen, College Students, Degrees (Academic), *Educational Finance, *Enrollment Trends, Foreign Countries, Full Time Students, Graduate Students, Part Time Students, *Postsecondary Education, *State Aid, Student Characteristics, *Teacher Salaries, Technical Institutes, Undergraduate Students
Identifiers-Canada, *Ontario

Data on students, staff, and finances for provincially assisted postsecondary education institutions in Ontario, Canada, are presented. The statistics cover the following: full-time postsecondary enrollment; part-time enrollment in formula financed programs; citizenship and legal status of full-time undergraduates; age and sex distribution of full-time students; educational background of freshmen; first-year intake of full-time undergraduates and full-time undergraduate enrollment by institutions and program at Ontario universities and Ryerson and Ontario College of Art; full-time graduate enrollment by institution and program; total enrollment by institution; bachelors' and first-professional degrees, masters' degrees, and doctoral degrees granted; undergraduate and graduate diplomas and certificates awarded; postsecondary enrollments by institution and division at colleges of applied arts and technology; nonpostsecondary enrollments and enrollment in adult training programs at colleges of applied arts and technology; apprenticeships and certification program statistics; full-time academic staff, by institution, at Ontario universities and Ryerson; average academic salaries by rank; average academic salaries, and full-time teaching staff, at colleges of applied arts and technology, by institution; operating support to the various institutions; total revenue by source and type of fund, by institution; debenture principal and interest repayment by the Ontario government on behalf of the various institutions; capital assistance to the various institutions; Ontario Student Assistance Program, by institution; and Ontario graduate scholarship program. (SW)

Toward Future Growth Strategies for New Mexico State University: A White Paper on the Impact of Enrollment Projections.

New Mexico State Univ., Las Cruces.
Pub Date-79
Note-64p.; Report of the White Paper Committee on Enrollment Projections.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Strategies, College Students, Declining Enrollment, Delivery Systems, Education Work Relationship, Higher Education, Information Needs, *Institutional Research, *Needs Assessment, *Nontraditional Education, Nontraditional Students, Position Papers, Research and Development Centers, Research Needs, *School Holding Power, State Universities, Student Characteristics, Student Financial Aid, Student Motivation, *Student Recruitment
Identifiers-*New Mexico State University

Current policies and programs at New Mexico State University pertaining to a projected decline in enrollment are examined, and possible actions that the university might take to meet the changing needs and profile of the future student population are suggested. It is proposed that additional recruitment efforts should be directed toward new student populations and should be built around opportunities in the current and projected job market. In order to help eliminate financial barriers that might cause students to drop out, mini-scholarships to attract part-time students and tuition waivers to attract out-of-state students might be established. Student motivation and desire to remain in college might be increased by improving the existing honors program and by implementation of the Crimson Scholars Program to attract more academically superior students. A comprehensive, formal study of students who come to the university is recommended because no systematic surveys of freshmen have been conducted. The development of new programs and building flexibility into the older ones is another tactic to prevent enrollment decline. Among the possible alternative delivery systems are the following: extended evening and weekend schedules, independent study, time-shortened and time-lengthened degrees, and expansion of off-campus programs. The coordination of placement and demands of the job market and obtaining support for research are recommended, along with establishing an information center to promote evaluation efforts. Supplementary materials, including a freshman questionnaire, are appended. (SW)

ED 210 947 HE 013 541

Preliminary Report of the Committee on the Future Role of Universities in Ontario. Background Data.

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date-Mar 81

Note-164p.; For related document see HE 014 349. Some tables may not reproduce well.

Available from-Ministry of Colleges and Universities, Ontario, Canada.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-College Attendance, *College Faculty, *Educational Finance, Educational Trends, Enrollment Projections, *Enrollment Trends, *Futures (of Society), *Government School Relationship, *Higher Education, Research, School Community Relationship, Socioeconomic Background, Teacher Salaries

Identifiers-Canada, *Ontario

The following areas are covered in the preliminary report of the Committee on the Future Role of Universities in Ontario: enrollment, enrollment forecasts, participation rates, staff, finance and capital, government, socio-economic data, and research and development. Significant changes in enrollment trends in the 1970s are reported, such as: the percentage of enrollment registered in Arts and Sciences at the graduate level decreased while enrollment in Business Administration rose sharply. More adult students are predicted and a needed program revision to meet new market needs is advocated. In the section on participation rates a shift is reported from traditional college age students to adult learners. The section on staffing shows a decrease in new faculty in the latter part of 1970, while showing no dramatic change in student teacher ratio. The sections on finance, capital, and government report that cooperation between school and government is effective and that the Province of Ontario has the financial strength and flexibility to meet the challenges of the 1980s. The socio-economic data indicates, among other things, that university students are disproportionately drawn from the middle upper class and educational attainment is also related to urban-rural origins. An increase in research and development is also reported, particularly in the sciences. Statistical data support the narrative. (LC)

ED 210 948 HE 013 968

Postgraduate Training in Clinical Oncology. Report on a WHO Working Group (The Hague, The Netherlands, December 6-8, 1978).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-ICP/CAN-011

Pub Date-81

Note-29p.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cancer, Delivery Systems, *Foreign Countries, Higher Education, Information Sources, International Programs, *Medical Education, *Oncology, *Physicians, Position Papers, *Postdoctoral Education, Professional Continuing Education, Radiology, Surgery

Identifiers-Europe, *World Health Organization

The 1978 report of the Working Group of Postgraduate Training in Clinical Oncology, convened by the World Health Organization (WHO) Regional Office for Europe in collaboration with the government of The Netherlands, is presented. The groups analyzed models of postgraduate training in clinical oncology and evaluated their suitability in relation to different types of cancer control services in various countries. In view of differences in service delivery, distinctions were made between three types of institutions: the highly specialized cancer center serving a large population; the second-level cancer service, based in a hospital with a reasonably developed radiotherapy department; and a general hospital that treats cancer patients. Desirable patterns of postgraduate training in oncology were considered for three categories of physicians: the general physician (general practitioner), the non-oncological specialist, and the full-time clinical oncologist. Although the focus was primarily the physician's initial or immediate postgraduate training, some consideration was given to the desirability and pattern of continuing education. Three main disciplines also were addressed: radiotherapy, medical oncology, and surgical oncology. International sources of information about particular fields and 18 recommendations of the working groups are presented. Information about further training in oncology and programs for general physicians for 11 countries are appended, along with an article on cancer education in Europe (S. Eckhardt). (SW)

ED 210 949 HE 014 176

Fallon, Daniel
The German University. A Heroic Ideal in Conflict with the Modern World.
Report No.-ISBN-0-87081-088-X
Pub Date-80

Note-141p.; Supported in part by the Eugene M. Kayden Memorial Fund.
Available from-Colorado Associated University Press, Boulder, CO 80309 ($8.95).
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Administrative Organization, College Faculty, *College Role, Comparative Education, Cultural Context, *Educational Change, *Educational History, Educational Philosophy, Foreign Countries, *Higher Education, Models
Identifiers-*Germany, West Germany

The contemporary university within the Federal Republic of Germany is described in the context of its past. Since the central idea of the German university, even today, is rooted in the pivotal founding of the University of Berlin in 1810, that event is the point of departure for this book. Throughout, focus is on the history, structure, and functions of German higher education, including continual struggles for reform and transformation. Chapters include the following: (1) Movement toward a New University: Berlin, Prussia, 1808; (2) Wilhelm von Humboldt and the Idea of the University: Berlin, 1808-1810; (3) Friedrich Schleiermacher and the Idea of the University: Berlin 1809-1810; (4) Development and Growth: The German University in the Nineteenth Century; (5) Continuity: The West German University after 1945; (6) The German University in the Federal Republic: An Elegant but Poignant Anachronism, to 1967-69; (7) The German University in the Federal Republic: Turning to the Future, 1970 and Beyond. It is concluded that the period of romantic reform for the contemporary Germany university has peaked and passed, that at present there is no agreement on a single new model to replace the enlightenment university'' model developed 150 years ago. The debates of the 1960s and 1970s articulated nearly all the reform possibilities, from which the future model will derive. (LB)

ED 210 950 HE 014 179

McClelland, James C.

Autocrats and Academics. Education, Culture, and Society in Tsarist Russia.

Chicago Univ., Ill.
Report No.-ISBN-0-226-55661-1
Pub Date-79
Note-150p.
Available from-University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 ($14.00).
Pub Type- Historical Materials (060) - Books (010)
Document Not Available from EDRS.
Descriptors-Activism, *Cultural Context, Cultural Influences, *Educational History, *Educational Philosophy, Educational Policy, Elementary Education, Financial Support, *Government School Relationship, *Higher Education, *Political Influences, Secondary Education, Social Influences
Identifiers-Autocracy, Germany, Intellectuals, Russia, *Russian Education

A sociointellectual profile is presented of the academic intelligentsia in tsarist Russia, including statistics that demonstrate the uniqueness of the educational structure and provide a basis for comparison with other national systems. The evolution of Russian educational institutions is shown to offer insight into the ways in which institutions borrowed from one country can unexpectedly develop new roles and fulfill different functions in their new environment. Despite their disagreements, both the tsarist bureaucracy and the academic intelligentsia wished Russian education to be patterned after the German-style research university, classical gymnasium, and realschule. The Russian version of these institutions helped a national culture to flower but also perpetuated and even intensified disparities between social classes. It is shown that higher and secondary educational institutions, located primarily in the cities, received far more support than elementary schools. Further, the curricula in the universities emphasized pure learning'' (nauka'') to the neglect of the more practical training that might have helped to meet Russia's tremendous social, economic, and technological problems. The emphasis on an elite, academic education continued to produce a disaffected intelligentsia and to widen the gulf between the educated few and the illiterate masses right up to 1917. Separate chapters are provided on: autocracy and education (1700-1900); erratic dynamism (1900-1917); the academic intelligentsia, the professoriate, and nauka;'' the academic intelligentsia at work; and student activism. (LB)

ED 210 951 HE 014 339

The Design of Training in Health Planning and Management. Report on a Working Group (Berlin, West Germany, July 3-6, 1979).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-ICP/SPM-010

Pub Date-81

Note-44p.

Available from-WHO Regional Office for Europe, Scherfigsvej 8, 2100 Copenhagen, Denmark.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education, Behavioral Objectives, Curriculum Development, Educational Objectives, *Foreign Countries, Health Personnel, *Health Services, Higher Education, International Programs, Management Development, Medical Services, National Programs, *Nurses, *Physicians, Planning, Policy Formation, Position Papers, Professional Development, Professional Education, Program Development

Identifiers-*Europe, Rumania, United Kingdom, *World Health Organization

The 1979 report of a working group of the World Health Organization (WHO) in cooperation with the West German government, on the design of training in health planning and management in the European region is presented. The working group consisted of 15 temporary advisers from 11 countries, in addition to WHO staff and a consultant. The group was asked to: review experiences gained in a number of European training programs in health planning and management; determine training objectives for specific target groups; discuss training methods and curriculum development as related to each specific objective; and formulate recommendations for action at national and international levels. European countries in general are faced with the problem of how to make the best use of limited resources for their health services. The problems of developing health planning and management in two European countries, the United Kingdom and Romania, were reviewed, along with WHO activities at the global level and in the European Region. Attention was directed to identifying qualities of health managers who administered services as well as those of policy-makers and higher-level administrators, and the needs of the primary care general practitioner and the nurse at the first level of nursing management. Teacher training was considered in light of national program development and a national commitment to health management training, and a strategy that could be applied nationally and internationally was developed. Four working papers that served as background to the working group's discussions are appended. (SW)

ED 210 952 HE 014 347

Continuing Education of Health Personnel and Its Evaluation. Report on the Technical Discussions at the Session of the Regional Committee for Europe (29th, Helsinki, Finland, September 14, 1979).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-EURO-RS-33; ISBN-92-9020-172-X
Pub Date-80
Note-50p.
Available from-WHO Publications Center, 49 Sheridan Avenue, Albany, NY 12210.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Delivery Systems, Educational Assessment, Educational Objectives, Education Work Relationship, Environmental Influences, Evaluation Criteria, *Foreign Countries, *Health Personnel, Higher Education, Medical Education, *Nurses, Nursing Education, Obstetrics, *Physicians, *Professional Continuing Education, Professional Development, Program Development, Public Health, Social Workers
Identifiers-*Europe, *World Health Organization

A report on the technical discussions on continuing education of health personnel and its evaluation, held at the 1979 session of the World Health Organization (WHO) Regional Committee for Europe is presented. For medical practitioners, a wide range of programs and systems is offered, depending on the social and political organization of the country concerned, and upon tradition. Continuing education is sometimes state organized, as an integral part of the service work of the professional, while in other countries it is voluntary. It is suggested that there is a need to define the objectives of continuing education to promote effective planning and evaluation. Continuing education is organized at national, regional, and local levels. It is emphasized that however continuing education is organized, it must be related to working conditions, local requirements, and the existing level of competence. Evaluation is the major problem in continuing education. Either the program of continuing education or the end product may be evaluated. The ultimate end product is the quality of health care, but since this is difficult to measure as a criterion of program success, some evaluation may be made of the effect of the program on participants. It is suggested that there are great advantages in bringing together health professionals from different backgrounds during continuing education. Since continuing education requires the time of teaching staff and participants, it is competing with undergraduate and graduate training. Therefore, it is recommended that closer integration of the three educational components be accomplished. Five background papers that cover continuing education for nurses, midwives, social workers, and environmental health personnel are appended, along with a list of resource persons. (SW)

Durning, Jean C.
Minority Education for Environmental and Natural Resource Professions. Report 2: Higher Education.
Human Environment Center, Washington, D.C.
Spons Agency-Department of Agriculture, Washington, D.C.; Department of the Interior, Washington, D.C.; Environmental Protection Agency, Washington, D. C.
Pub Date-May 81
Grant-EPA-T901098-01
Note-48p.
Available from-Human Environment Center, 1302 18th Street, N.W., Washington, DC 20036 (single copies free).
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement, American Indians, Black Colleges, Blacks, College Mathematics, *College Science, *Environmental Education, *Equal Education, Higher Education, Hispanic Americans, *Minority Groups, *Natural Resources, Secondary School Mathematics, Secondary School Science, Student Recruitment

Academic programs, recruitment, and student retention among minority students in the environmental and natural resource professions are examined. Major sections include: (1) environmental and resource studies at minority colleges (black and Native American institutions, institutions with significant Hispanic enrollment, and basic curricula); (2) minority students in environmental and resource programs at majority institutions (campus-wide and departmental concerns); and (3) action by other organizations including professional associations and industry. Broad-scale action is recommended, such as: a national committee or council to bring visibility to the issue and to recommend new initiatives; regional and special subject consortia to respond to opportunities and problems in particular geographic areas; and cooperation with education, engineering, biomedical interests for improved precollege mathematics and science education for minority students. It is also recommended that minority colleges concentrate on strong basic curricula and cooperate with other institutions, and that majority institution programs increase efforts to deal with minorities and minority issues. Other organizations and agencies should increase contacts with each other, provide introductory employment, and support university projects and students. Appended are lists of participants at the Human Environment Center Conference on College and University Education of Minority Students in Environmental and Natural Resource Fields (October 24-25, 1980), programs cited in this report, sources of lists of university programs in the environment and natural resources, and information on minority students on white campuses, including nontraditional predictors of academic success. (CC)

ED 210 954 HE 014 455

The Dean as Administrator: Roles, Functions and Attributes. A Compilation of Presentations from the Executive Development Series I: Have You Ever Thought of Being a Dean?'' (1980-1981). Volume I.

American Association of Colleges of Nursing, Washington, D.C.
Spons Agency-Public Health Service (DHHS), Rockville, Md.
Pub Date-Jul 81
Grant-PHS-5-D10-NU-23035-02
Note-91p.; For related documents, see HE 014 456-458.
Available from-Project Office, American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($6.50).
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Deans, Academic Education, Administrator Characteristics, *Administrator Responsibility, Budgeting, *College Planning, College Programs, College Role, Coordination, Departments, Governance, Higher Education, *Leadership Responsibility, *Nursing Education, *Program Administration

The role and attributes of deans of nursing as administrators of baccalaureate or higher degree programs are considered by six deans who contributed to a continuing education workshop series. In addition to outlining skills and attributes needed by administrators, Elizabeth Grossman examines five basic administrative functions: planning, organizing, leading or implementing, controlling, and evaluating. Administrative concerns discussed by Patty L. Hawken include: budgeting for an entire school, determining the dividing line between administrative and faculty responsibilities, planning, facilitating, coordinating, and communicating. Nan B. Hechenberger's concept of administration of nursing education probes roles and relationships of the dean as they pertain to the organizational functions of academic, faculty, and student affairs, development (including alumni, public, and governmental relations), and finances. Valencia N. Prock has attempted to uphold three basic concepts in her deanship: the presence of academic freedom, excellence in meeting the mission of the school through long-range planning of goals and appointment of qualified faculty, and shared authority in faculty governance. According to Mary E. Reres, the dean as an administrator should be able to predict over a three-year period the major social changes that will affect the school or college under her direction. Among the topics addressed by Doris B. Yingling are leadership style of the dean, activities pursued outside versus inside the university, risk-taking, visibility, communications, and budgets. Bibliographies are included. (SW)

ED 210 955 HE 014 456

The Dean as Scholar: Clinical Competence, Teaching, Research and Publication. A Compilation of Presentations from the Executive Development Series I: Have You Ever Thought of Being a Dean?'' (1980-1981). Volume II.

American Association of Colleges of Nursing, Washington, D.C.
Spons Agency-Public Health Service (DHHS), Rockville, Md.
Pub Date-Jul 81
Grant-PHS-5-D10-NU-23035-02
Note-106p.; For related documents, see HE 014 455-458.
Available from-Project Office, American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($6.50).
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Academic Deans, Academic Education, *Administrator Responsibility, *College Instruction, Departments, Females, Health Services, Higher Education, Leadership Responsibility, *Nursing Education, Productivity, Program Administration, *Research Needs, Role Perception, *Scholarship, Teacher Administrator Relationship

The role and attributes of deans of nursing as scholars in charge of baccalaureate or higher degree programs are considered by six deans who contributed to a continuing education workshop series. Among the topics addressed by Olga Andruskiw are: problems facing women deans, including stereotypic attitudes, difficulties in ascendancy in administration and strategies for survival; the need for research; and management of time and responsibilities. Donna Diers considers how a dean might retain some aspects of the faculty role, whether in research, teaching, scholarly work outside of empirical research, clinical practice, or community service. Peggy J. Ledbetter summarizes views expressed in the literature regarding arrangements by which the dean may teach, the dean's role in institutional research and research activity outside the institution, the dean's responsibility for delivery of clinical services to patients, the dean as author of articles, and the dean as manager. According to Carol A. Lindeman, it is very important that a dean be a scholar not only to ensure that administrative issues are handled in a scholarly manner, but to fulfill the set of expectations regarding the dean as an academician, as a person who is known for thorough, accurate knowledge of a given field. Jannetta MacPhail considers the dean's own scholarly productivity, creating a climate to foster and support scholarship, promoting a scholarly approach to teaching and to practice, and deterrents to scholarly productivity and scholarliness. Marilyn Christian Smith's view is that she can not be a full-time scholar and searcher for truth through research, teaching, and clinical practice, but feels that she must be a pragmatic scholar, a searcher for truth in the leadership she attempts to provide as a dean. Bibliographies are included. (SW)

ED 210 956 HE 014 457

The Dean as Colleague: Dean, Student, Faculty, Administrative Relationship. A Compilation of Presentations from the Executive Development Series I: Have You Ever Thought of Being a Dean?'' (1980-1981). Volume III.

American Association of Colleges of Nursing, Washington, D.C.
Spons Agency-Public Health Service (DHHS), Rockville, Md.
Pub Date-Jul 81
Grant-PHS-5-D10-NU-23035-02
Note-82p.; For related documents, see HE 014 455-458.
Available from-Project Office, American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($6.50).

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Deans, Academic Education, Administrator Attitudes, *Administrator Responsibility, College Students, Departments, Higher Education, *Interpersonal Relationship, Interprofessional Relationship, Leadership Responsibility, Nurses, *Nursing Education, Peer Relationship, Physicians, Program Administration, *Role Perception, School Community Relationship, *Teacher Administrator Relationship
Identifiers-*Collegiality

The relationships of deans of baccalaureate or higher degree programs of nursing with faculty members, administrators, students, other professionals, and the public are considered by six deans who contributed to a continuing education workshop series. According to Edith H. Anderson, the dean is a colleague of other deans, and to students and junior faculty members the dean is a role model. Leadership and management are shared with mid-level administrators and senior faculty members while providing for progressively responsible participation of junior faculty and students. Doris A. Geitgey believes the effective collegial relationship is founded on mutual understanding, respect, and trust, and that the most important colleagues of a dean are the faculty members. Collegial relationships with other deans, higher level administrators, nursing service personnel, physicians, and students also are addressed. Virginia R. Jarratt suggests that there are distinctions in the role of dean with different groups; the role is sometimes formal, sometimes informal, and sometimes situational. Relationships with other administrators, faculty, students, and the public are considered. Georgie C. Labadie proposes that deans can foster positive relationships with students and provide a role model for faculty to promote shared university governance. The importance of collegial relationships with other deans, and relationships with administrators and faculty are addressed. According to Marion M. Schrum, the level of collegiality varies substantively with the dean's administrative style and is influenced by the size and structure of the school. Among the concerns addressed by Anna M. Shannon are a theory of interpersonal relations, and assessment of one's beliefs about self, others, role, and institutions. Bibliographies are included. (SW)

The Dean as Person: Rights and Responsibilities. A Compilation of Presentations from the Executive Development Series I: Have You Ever Thought of Being a Dean?'' (1980-1981). Volume IV.

American Association of Colleges of Nursing, Washington, D.C.
Spons Agency-Public Health Service (DHHS), Rockville, Md.
Pub Date-Jul 81
Grant-PHS-5-D10-NU-23035-02

Note-93p.; For related documents, see HE 014 455-457.
Available from-Project Office, American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 ($6.50).
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Deans, Academic Education, Administrator Characteristics, *Administrator Responsibility, Departments, Governance, Higher Education, *Individual Development, *Leadership Qualities, Models, *Nursing Education, Personality Traits, Program Administration, Self Concept, *Self Esteem, Values

The rights and responsibilities of deans as persons as they serve as heads of baccalaureate or higher degree programs in nursing are considered by six deans who contributed to a continuing education workshop series. Rheba de Tornyay considers qualities and personal characteristics of effective and less effective leaders, professional image, rewards and costs, and success as a dean. According to Elizabeth C. Harkins, the person who becomes a dean is usually accustomed to successes in life, which enhance the character of the individual and increase self-esteem. Identifying lines of support, personal needs, the resolution of support, and risk-taking are addressed. Julia A. Lane considers attributes that enabled her to survive and experience a measure of success as dean, with attention to personal values, knowledge, and technical, human, and conceptual skills. Andrea R. Lindell suggests that the dean as a person must aspire to utilize self in a disciplined and knowledgeable way in a relationship with other people and must have a personal objectivity based on an awareness of self and personal needs and the ability to deal with one's own patterns of personality. She proposes that the dean has the right and responsibility to emphasize the individual, to allow self-expression, and to give respect and consideration. Fostine G. Riddick considers the dean as person in relation to human factors, leadership behavior, and the following models of governance: the constitutional, autocratic, democratic, federal, and totalitarian models. According to Carmen R. Westwick the human dimensions of being a dean are the personality characteristics, the philosophy of life, the mode of interaction with others, and everyday behavior. Additionally, the rights of a dean as a person are identified. Bibliographies are included. (SW)

ED 210 958 HE 014 460

Steinkrauss, Philip J. Kranz, M. Rosaria

Quality Assurance in Higher Education: An Outline Adaptable to Small Colleges Offerings On and Off-Campus Programs.

College of St. Francis, Joliet, Ill.

Pub Date-Sep 81

Note-30p.

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Programs, *Educational Quality, *Evaluation Methods, External Degree Programs, Higher Education, *Models, Program Effectiveness, *Program Evaluation, *Quality Control, *Small Colleges, Systems Analysis

Identifiers-College of Saint Francis IL, *Open Systems Theory

A Quality Assurance Program (QAP) developed at the College of St. Francis is presented that is based on an open systems approach. The model allows an institution to continually monitor, evaluate, and, when necessary, modify its academic programs, graduates or undergraduate, traditionally or non-traditionally delivered, to assure quality. Part I answers basic questions about the Quality Assurance Program, including definitions of quality, and open system-based models, QAP objectives, and program administration. Part II describes the open system approach, the three phases of the program (structure, process, and outcomes), the flow of activities, environments, taxonomies for assessment, sources of evidence/information and performance indicators, economic and financial elements of the program, and stages for the Quality Assurance Program. As of June 1980, the College of St. Francis had completed two of the three QAP stages, administered by the vice president for academic affairs. A glossary and bibliography are appended. (LC)

ED 210 959 HE 014 461

Steinkrauss, Philip J.

Offsetting Faculty and Institutional Inflexibility: A Case Study in Developing an Alternative to Tenure with Reference to Faculty Development and Evaluation.

College of St. Francis, Joliet, Ill.
Pub Date-Sep 81
Note-7p.; For related document see ED 158 669.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, *Contracts, Contract Salaries, Employer Employee Relationship, *Faculty Evaluation, Full Time Faculty, Higher Education, *Innovation, Personnel Policy, *Teacher Employment, *Tenure
Identifiers-College of Saint Francis IL

This in-progress program and resource study presents an actual case study in developing an alternative to tenure. The College of St. Francis implemented during the 1979-80 academic year an alternative system, the Three Year Rolling Contract. It stated that all faculty members have academic freedom under any form of appointment; upon appointment as a full-time formal instructional faculty member, the new faculty member is eligible for a series of five, one-year contracts; following the fifth year of service, a faculty member is eligible for a three-year contract; a new three-year contract will be issued each year thereafter following a positive evaluation by the Rank and Promotion Committee; a faculty member has a year to remedy a negative report, but if the report remains negative at the end of the second year, the contract is terminated; if there is elimination or reduction of a program, the conditions of any contract remain in force; any faculty member has the right to appeal a negative evaluation; and the policies expressed affect formal instructional faculty only. The distinct advantage of this plan is the meaningful system of evaluation for all faculty members. It is suggested that a college or university can not only survive without tenure but can flourish, given an alternative plan and adequate reward system. (LC)

ED 210 960 HE 014 468

Balfour, Linda, Comp.

Statistical Abstract of Higher Education in North Carolina, 1980-81.

North Carolina Univ., Chapel Hill.

Report No.-UNC-RR-I-81

Pub Date-Aug 81

Note-255p.; Not available in paper copy due to marginal legibility of original document.

Available from-University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Road, Chapel Hill, NC 27514.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Aptitude, Admission Criteria, Class Rank, College Admission, College Faculty, College Housing, *College Students, College Transfer Students, Community Colleges, *Degrees (Academic), *Enrollment Trends, Graduate Students, *Higher Education, In State Students, Library Materials, Out of State Students, Place of Residence, Private Colleges, State Colleges, State Surveys, Student Characteristics, Student Costs, Student Financial Aid, Teacher Characteristics, Technical Institutes, Undergraduate Students

Identifiers-*North Carolina

The 1980-81 statistical report of North Carolina higher education covers the following areas: current enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty, library resources, costs to students, admissions, student financial aid, and student housing. Information is provided by institution, residence status, full-time and part-time status, sex, level of instruction, and age distribution. The percentage of headcount enrollment is presented for the University of North Carolina, private colleges and universities, community colleges, and technical institutes. Additionally, data are provided by home county and state for in-state and out-of-state students (undergraduate, graduate/first professional) by type of institution. Enrollment trends are examined for public and private colleges and universities for the past decade and also since 1900. Information is presented on undergraduate transfers to North Carolina colleges and universities from two-year and four-year colleges within the state and from other states. Faculty data consist of academic rank, sex, and highest earned degree for full-time faculty. Costs to undergraduate, graduate, and first professional students are identified, along with a detailed listing of required fees charged to regular students in North Carolina colleges and universities by institution. Admissions data include Scholastic Aptitude Test scores and high school class rank of entering freshmen, undergraduate transfer students, and graduate transfer students. Data on student employment, scholarships, grants, loans, North Carolina Legislative Tuition Grants, and total allocations made to private institutions are included. (SW)

ED 210 961 HE 014 475

Jones, Bruce William

Using the Computer to Teach Methods and Interpretative Skills in the Humanities: Implementing a Project.

Pub Date-Jul 76

Note-71p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Biblical Literature, *Computer Assisted Instruction, Course Evaluation, *Critical Thinking, Curriculum Development, Higher Education, Humanities Instruction, Introductory Courses, *Logic, Logical Thinking, Program Implementation, *Religious Education, Student Attitudes

Identifiers-California State College Bakersfield

The results of implementing computer-assisted instruction (CAI) in two religion courses and a logic course at California State College, Bakersfield, are examined along with student responses. The main purpose of the CAI project was to teach interpretive skills. The most positive results came in the logic course. The programs in the New Testament did not receive adequate testing, and the programs in an introduction to religion were not typical examples of the programs for which the project was designed. Programs were prepared in the EXBASIC language, and in 1976, with the installation of a new PDP-11 minicomputer, they were converted to BASIC-PLUS and tested with students. The so-called synoptic problem was taught both by lecture and CAI in the new testament course. Programs in the introduction to religion course concerned Hinduism: one asked students a variety of questions about the caste system in India, while the other dealt with the four traditional stages in a man's ideal life in Hinduism. The programs in introductory religion were evaluated by unsolicited comments from students, student evaluations and comments solicited by a questionnaire, and student performance on the final examination. In evaluating the logic course, which taught the concept of generalization, it was found that many students were repeating the exercises several times until they felt that they knew the material thoroughly. It is concluded that the computer is a valuable teaching tool in the humanities, and that its applications can be extended. Descriptions of the programs and statistical analysis of student evaluations are appended. (SW)

ED 210 962 HE 014 497

Lawe, Theodore M.

How to Secure and Manage Foundation and Federal Funds in the 1980's.

Pub Date-80

Note-180p.

Available from-MRDC Educational Institute, P.O. Box 15127, Dallas, TX 75201.

Pub Type- Books (010) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Check Lists, Contracts, *Federal Aid, Federal Government, Fund Raising, Grants, *Grantsmanship, Local Government, Nonprofit Organizations, Philanthropic Foundations, *Private Financial Support, *Program Administration, *Proposal Writing, *Research Proposals

Identifiers-Foundation Center

Directed toward groups, organizations, and programs dependent on effective fund raising, this book views the grant management responsibility as an extension of fund-raising and offers advice on how to be successful at grant management. Such topics as grant program organization, management strategies, fiscal controls, monitoring, reporting and evaluation, and organizational development are discussed. Specific chapters deal with: types of funding grants, how to find grant sources, pre-application process (fund-raising strategy), grant proposal and application preparation, how grant proposals are reviewed, grant program management, contract research, and program evaluation. A sample request for proposal (RFP) and sample proposal are included. Appendices include information on unique features of community trust foundations, corporate donations, Foundation Center collections, state foundation directors, checklists for assessing an organization's funding capacity, the A-95 review process, proposal development checklist, federal grant negotiation, communication strategies for nonprofit community-based organizations, local government grant procurement tips, personal approach to fund-raising campaigns, Title XX social service programs, securing CETA funds, program management and managers, and volunteer boards of directors. (LB)

ED 210 963 HE 014 500

Scott, Cynthia A. And Others

Report on Medical School Faculty Salaries, 1978-79.

Association of American Medical Colleges, Washington, D.C. Div. of Operational Studies.
Pub Date-Feb 79
Note-170p.
Available from-Membership and Subscriptions, Association of American Medical Colleges, One Dupont Circle, N.W., Suite 200, Washington, DC 20036 ($6.00).
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Academic Rank (Professional), Doctoral Degrees, Educational Background, *Full Time Faculty, Higher Education, Institutional Characteristics, *Medical School Faculty, Medical Schools, Private Colleges, School Location, School Surveys, State Colleges, *Teacher Salaries, Trend Analysis

Information on the earnings as of September 1978 of full-time medical school faculty is presented, based on survey responses from 117 of the 124 fully and provisionally accredited medical schools in the United States. Statistical data are reported on the number of faculty and the sum of the total compensation earned in 1978 79 by degree held, and rank, by medical school ownership, and regional location. Full compensation data were provided for 28,398 full-time faculty, an increase of 20 percent over the number reported in 1977. Additional contents include: a comparison of 1977-78 compensation data and 1978-79 data for holders of M.D. degrees, and for the other doctoral degree holders; a summary of the compensation of all faculty for whom all 1978-79 earnings were reported, by departments and rank; compensation of all faculty receiving only a base guaranteed component or receiving base and supplement components in 1978-79, by department and rank, by regional location of the medical school, and by public or private status of the medical school; compensation of faculty with M.D. degrees, receiving only a base guaranteed component or receiving base and supplement components in 1978-79, by department and rank, by location and ownership status; compensation of faculty with other doctoral degrees receiving only a base guaranteed component or receiving base and supplement components in 1978-79, by department and rank, by location and ownership status. A sample questionnaire and definitions of terms are included. (SW)

ED 210 964 HE 014 512

Matthews, Janet R.

Augmenting Classroom Experience.

Pub Date-Aug 81

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (August 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Advising, Clubs, *Curriculum Enrichment, *Departments, Field Experience Programs, Higher Education, Information Dissemination, *Occupational Information, Program Development, *Psychology, Scholarship, *Seminars, Speeches, *Student Development, Student Experience, Student Participation

Supplemental activities that can be provided by an academic department are examined. The development of a psychology departmental colloquium series, the formation of a psychology club, the supervision of a field placement course, and the participation of faculty in specialty advising for pre-law and pre-health science students are considered. The colloquium series is discussed in relation to initiating, coordinating, and maintaining such a program as well as the specific objectives developed for the model series. The following objectives guided the development of the series: to illustrate the variety of activities engaged in by psychologists, to provide a public forum for psychology faculty and students to present their scholarly work, and to stimulate additional scholarly activity among faculty and students. Topics addressed during the first four years of the series are listed. The psychology club is addressed from a social as well as an intellectual growth perspective. In addition to some social gatherings, the club has sponsored service functions (e.g., special events for hospitalized children), and has addressed the issue of learning more about the profession of psychology. The field placement course has required both classroom and on-site time. The way that this type of course can be integrated into the overall patterns of the department is considered. It is suggested that specialty advising can aid not only individual students but also can increase the effectiveness of the departmental advising process. Methods for maximizing this function are examined. (Author/SW)

ED 210 965 HE 014 515

Kreinberg, Nancy

Ideas for Developing and Conducting a Women in Science Career Workshop.

California Univ., Berkeley. Lawrence Hall of Science.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
Report No.-NSF-SE-81-16

Pub Date-Jun 81
Note-71p.
Available from-National Science Foundation, Washington, DC 20550.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Engineering, *Females, Guidelines, Higher Education, Information Dissemination, *Occupational Information, Program Administration, Program Costs, Program Design, *Program Development, Program Implementation, Publicity, Recruitment, Resource Materials, *Science Careers, *Womens Education, *Workshops

The design, implementation, and evaluation of a science career workshop for women are addressed. The workshop objective is to increase the percentage of women in the scientific workforce and in upper levels of scientific and technical research, development, and management. In designing the workshop, the following areas should be assessed: goals for the workshop, the target audience, areas of science and engineering that will be included, data that will be needed to evaluate the workshop, and post-workshop goals. After resolving the basic decisions, the workshop format should be developed. Examples of different kinds of conference formats are appended. Additional considerations are: managing and financing the workshop; making arrangements (e.g., selecting a location, meals, parking, and other details); identifying and recruiting presenters; recruiting participants; generating publicity; collecting resource materials and handouts; doing the workshop; conducting the evaluation; and developing ongoing and new activities. Appended materials include a list of resource materials; sample evaluation forms; and lists of associations and committees of/for women scientists, associations of/for scientists of racial and ethnic minority groups, and directors/codirectors of National Science Foundation career workshops. (SW)

Caraway, James E.

Person-Centered Management in Project Administration.

Pub Date-80
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, Employer Employee Relationship, Federal Programs, Higher Education, *Human Relations, *Interpersonal Relationship, Interprofessional Relationship, Leadership Styles, Organizational Climate, Organizational Development, *Organizational Theories, Philosophy, Power Structure, *Program Administration, Teamwork
Identifiers-*Buber (Martin), *Tillich (Paul)

The theories of several contemporary management theorists are examined in order to demonstrate that their administrative stance is that of a person-intensive approach to management. After exploring leadership theory and the positions of Douglas McGregor, John J. Morse, Jay W. Lorsch, Rensis Likert, Bernard M. Bass, William Reddin, George H. Rice, Jr. and Dean W. Bishoprick, the relational theories of Paul Tillich and Martin Buber are analyzed. Additionally, the implications of person-centered management in the administration of organizations, including federal programs, are addressed. It is suggested that the contemporary management theorists all affirm the significance of the interpersonal dimension in the managerial-administrative milieu, but none of them address in any detail the groundwork for adopting such an approach or the implications of such an understanding. It is suggested that relational theory will promote understanding of administration and that taken together the theories of Tillich and Buber support and enhance one another. Tillich's relation of separation or estrangement is analogous to Buber's I-It relation, and Tillich's relation of reconciliation or at-onement'' is analogous to Buber's I-Thou relation. Implications for the management of federal programs include the importance of their demonstrating that persons are valued over things, and the need to avoid the hierarchical approach to management in favor of a collegial organizational structure. Organizational administration should be based on trust, surrender of aggressiveness, or concern for the other person's welfare, and should consider all staff as whole persons and relate to them as such. A bibliography is appended. (SW)

Stull, William A. And Others

Issues Facing Cooperative Education in Institutions of Higher Education in the United States. Research Monograph, Number 2.

Utah State Univ., Logan.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 80
Grant-G007901614
Note-96p.
Available from-Research Committee, Cooperative Education Association, Cooperative Education Research Center, Northeastern University, Boston, MA 02115 ($5.75).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Characteristics, College Credits, Colleges, Comparative Analysis, *Cooperative Education, *Cooperative Programs, Educational Administration, Educational Quality, Experiential Learning, Females, Higher Education, Program Effectiveness, Program Evaluation, *Quality Control, Two Year Colleges

Due to the expansion of cooperative education programs, critical issues facing them were examined. The issues as perceived by cooperative education directors were identified, along with their relative importance as perceived by directors and their immediate supervisors. The study aimed to determine whether differences exist between directors and their supervisors, between two- and four-year college directors, and among directors in the six regions of the United States. Separate research questionnaires were used for each of the two reference groups to ascertain directors' background (title, years in position, gender, age, institutional type, and name of immediate supervisor), as well as attitudes toward issues. A panel of expert judges refined the issues list, and a Likert-type scale was developed for the refined list of 55 issue statements. A second issues questionnaire was then administered to the supervisors and compared with the findings from the survey of directors. Conclusions include the following: a majority of directors expressed concern for maintaining the quality of cooperative education work assignments with an increasing number of institutions and students participating; the why and how of awarding and applying cooperative education credit is a very important issue; one factor scale, Organizational Placement and Institutional Integration,'' showed differences between the co-op directors and their supervisors; the design of the cooperative education experience and award of credit is perceived as more important on the two-year college level; and there seem to be no discernible differences among regions. Among the suggestions for further study are: causes for the low proportion of female directors, cost effective methods, planning elements that increase the potential for success, and benefits of faculty involvement. Appendices include the director's and supervisor's issues questionnaires and a list of the panel of experts. (LC)

Konkel, Richard H. Patterson, Lewis D.
Sharing Collegiate Resources: The New Challenge: Guidelines to Facilitate Interinstitutional Resource Sharing Based on a National Invitational Conference at Wingspread (Racine, Wisconsin, March 23-25, 1981).
Council for Interinstitutional Leadership, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Oct 81
Note-26p.; Conference sponsored by the Council for Interinstitutional Leadership, the Education Commission of the States, and the State Higher Education Executive Officers.
Available from-Council for Interinstitutional Leadership, One Dupont Circle, Suite 800, Washington, DC 20036 (free).
Pub Type- Guides - Non-Classroom (055) - Dissertations/Theses - Doctoral Dissertations (041) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Planning, Consortia, *Cooperative Programs, Dual Enrollment, *Educational Resources, Exchange Programs, Guidelines, *Higher Education, Human Resources, *Intercollegiate Cooperation, Leadership, Mergers, *Shared Facilities, Shared Services, Statewide Planning, Student Exchange Programs, Teacher Exchange Programs

Guidelines that are designed to facilitate interinstitutional resource sharing are presented for trustees, legislators, business and lay leaders and educators based on a 1981 national conference. Attention is directed to the range of potential benefits of resource sharing, the structures and processes for achieving resource sharing, and the action steps that are needed to initiate resource sharing. Some of the general goals that can be realized through the pooling of institutional resources include: planned diversity of programs, new educational opportunities, improved quality of programs, costs avoidance and effectiveness, coordinated public relations, access to other regional resources and support, and greater institutional stability. Joint endeavors may include cooperative course offerings, student and faculty exchange, joint staff and faculty development, shared facilities, mergers, regional telecommunications, statewide group purchasing, interstate analyses and planning, and nationwide student recruitment and admissions. Three general ways to encourage resource sharing are: to recognize and support the cooperative leadership of institutional staff; to provide financial incentives; and to apply political and public persuasion. Alternative structures for resource sharing include: special purpose cooperative arrangement, long-range consortia, community and regional groupings of institutions, statewide associations and systems, interstate contracts and compacts, national networks and linkages, international agreements, and various combinations of structures. A list of conference participants and a brochure, Policy Advice on Resource Sharing in Higher Education,'' are appended. (SW)

Hoyt, Tim
Student Retention at UW-Oshkosh. Planning Report.
Wisconsin Univ., Oshkosh. Office of Institutional Research.
Pub Date-Apr 81
Note-20p.; Update of April, 1980 Edition.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Persistence, *College Freshmen, Departments, Enrollment Projections, *Enrollment Trends, Full Time Students, Higher Education, Institutional Research, Longitudinal Studies, Majors (Students), Minority Groups, Predictor Variables, *School Holding Power, State Universities, *Student Attrition
Identifiers-*University of Wisconsin Oshkosh

Data on student retention at the University of Wisconsin, Oshkosh, are analyzed. The retention rate of full-time freshmen for each of the past five years is presented versus the projected effects of achieving the institutional enrollment goal each year until 1986. Retention increased by only .1 of 1 percent in 1980 as compared to just over 2 percent in 1979. The full-time students of the fall, 1975 freshman class are traced through five years of enrollment. After one year, 67.2 percent were re-enrolled; after two years, 51.2 percent were still enrolled, and 33.1 percent of the students eventually graduated within an elapsed time of five academic years. Comparative retention data are presented for freshman minority students. The retention rate of full-time minority freshmen dropped from 72 percent in fall, 1976 to 44 percent in fall, 1978, and the retention rate was 52 percent in fall, 1980. The retention rates for different departments within the university also are examined. Students who had not elected a major tended to have a significantly poorer retention rate, about 7 percentage points below average. Analysis of retention rates of freshmen according to credit load indicates that the number of credits carried is strongly related to student retention: the highest rates of retention occurred for freshmen who carried 18-20 credits. Retention rates are analyzed in relation to age, grade point average, rank in high school class, and place of residence within the state. Diagrams illustrating student flow or progression are presented, and the value of computerized simulation to project enrollment patterns is noted. Additionally, the relationship between inflow and outflow is considered. (SW)

ED 210 970 HE 014 549

Meisinger, Richard J., Jr.

Evaluating a Private College Request for State Affiliation: A Case Study of Sullins College in Virginia. State Policy and Private College Distress.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-81

Note-27p.; For related documents, see HE 014 551 and HE 014.573.

Available from-Southern Regional Education Board, 1340 Spring Street, Atlanta, GA 30309 ($3.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, Decision Making, *Declining Enrollment, Financial Problems, Government School Relationship, Higher Education, *Private Colleges, Public Policy, Retrenchment, *School Closing, *Single Sex Colleges, Small Colleges, *State Action, State Colleges, *Two Year Colleges, Womens Education

Identifiers-*Sullins College VA, Virginia

A case study of Sullins College, which in 1975 requested that the state of Virginia investigate the feasibility of incorporating the college into the state's public higher education system, is presented. This small, private, two-year college in southwest Virginia had been struggling for several years to maintain its small enrollment. Historical information about the predominantly women's college, its environment, enrollment trends, and financial conditions are briefly examined. The college's request to the state occurred at a time when the public institutions were competing actively for a diminishing share of state revenues, and state takeover of Sullins College might have prompted other private colleges facing difficulties to make similar appeals. Additionally, some state-supported institutions already had surplus student space. The focus of the feasibility study was institutional accessibility in terms of demographic trends, accessibility to programs of study in the region, and the costs of acquiring Sullins College. The alternative to defining Sullins College's mission in terms of the traditional two-year or four-year liberal arts curriculum and regional audience was to focus on a specialized curriculum aimed at a broader potential student population than that of the greater Bristol region. Three alternative uses of Sullins College were examined: a state school of the arts, a middle college, and an early admissions college. The state decided against the acquisition of Sullins College. Wellmore Coal Corporation purchased the college and planned to use the facilities as a cultural center and a private day school. (SW)

ED 210 971 HE 014 551

Chambers, Gail S.

Private College Mergers and State Policy: A Case Study of New York. State Policy and Private College Distress.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-81

Note-35p.; For related documents, see HE 014 549 and HE 014 573.

Available from-Southern Regional Education Board, 1340 Spring St., N.W., Atlanta, GA 30309 ($3.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Planning, College Programs, *Government School Relationship, Higher Education, *Mergers, Policy Formation, *Private Colleges, *Public Policy, Retrenchment, *School Closing, *State Action, State Colleges, State Government

Identifiers-Eisenhower College NY, *New York, Rochester Institute of Technology NY

The regulation of the college merger process in New York, including its effects on a recent merger between private institutions, is examined. New York's higher education policy formation process and the laws and policies that make college mergers possible are considered. The merger of Eisenhower College and Rochester Institute of Technology provides a reference for specific recommendations to enhance the merger option and use it for controlled retrenchment within the system. Two common routes for colleges seeking mergers in New York State are the traditional consolidation of two or more institutions into one and a form using laws designed for institutional closure to dissolve one institution and transfer its assets to another. The dissolution merger of independent institutions could be the type most frequently practiced in coming years, and it is the type illustrated by the merger of Eisenhower College and Rochester Institute. The dissolution/acquisition route is not favorable to the dissolving institution but it can provide continuity for current students and their records and may provide, in part, employment for faculty and staff, perpetuation of some goals and traditions, and continued debt service supporting the dormitory bonds. There are seven distinct policies and practices that may impinge upon a college merger before, during, and after its consummation. Five apply to all mergers and the remaining two involve special cases: monitoring, off-campus instruction, chartering, master planning, program registration, legislative override, and trustee replacement. The time involved to phase out older academic programs and initiate new ones is discussed. It is recommended that New York should continue its policy of not requiring formal notice to the state mergers, should develop merger experts who can broker mergers, provide policy information, and negotiate the process. A bibliography is appended. (SW)

ED 210 972 HE 014 554

Smith, Mary Howard, Ed.

Graduate Education in Nursing: Issues and Future Directions. Proceedings of a Conference Sponsored by the Nursing Curriculum Project (Atlanta, Georgia, December 2-3, 1980).

Southern Regional Education Board, Atlanta, Ga. Nursing Curriculum Project.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-Dec 80

Note-59p.

Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Articulation (Education), *Clinical Experience, *Curriculum Design, Doctoral Programs, Educational Objectives, Educational Quality, *Graduate Study, Higher Education, Masters Programs, *Nursing Education, Off Campus Facilities, Primary Health Care, *Professional Education, Research Needs, Role Perception, Satellite Facilities,

Teaching (Occupation), Theories

Proceedings of a conference on graduate education in nursing, which sought to provide a forum for discussion of issues and to share the findings and experiences of the graduate demonstration projects undertaken under the aegis of the Southern Regional Education Board's Nursing Curriculum Project, are presented. Contents include: Purposes of Graduate Education: An Evaluation,'' Jean A. Kelley; Overview of Modal Curricular Patterns: Master's Curriculum,'' LaVerne Gallman; An Overview of a Doctoral Modal Curricular Pattern,'' William Field; Nursing Theory and Practice: A Philosophical Debate,'' Kathleen Goldblatt; Essential Content: Nursing Theory and Research,'' Nita W. Davidson; Clinical Nurse Specialist in Primary Health Care,'' Jo M. Jones; Teaching,'' Myrtis J. Snowden; Nursing Practice Administration,'' Lois C. Malkemes; Research,'' Juanita W. Fleming; Organizations,'' Ruth Q. Seigler; and Generic Graduate Programs In Nursing,'' Sylvia E. Hart. Debates on three issues in innovations include: (1) Satellite Programs and Flexible Scheduling: Can Quality and Integrity Be Maintained?'' (The Case for Outreach Programs,'' Helen R. Kohler, and The Case against Outreach Programs,'' Betty R. Rudnick); (2) Progression to the Nursing Doctorate: How Can It Best Be Achieved?'' (The Master's Degree as Prerequisite,'' Elizabeth Lenz and The Direct Route to the Doctorate,'' Carolyn Waltz); (3) Should the Product of Graduate Education Be an Advanced Generalist or a Specialist?'' (The Case for a Comprehensivist,'' Genevieve Bartol and The Case for Clinical Specialization,'' Barbara Brodie). A bibliography and conference program are appended. (SW)

Siryk, Bohdan
Identification of High-Risk College Students. Draft.
Pub Date-30 Jul 81
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 24-28, 1981). Bibliography may not reproduce well.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Persistence, College Environment, *College Freshmen, *Dropout Characteristics, Higher Education, *Identification, Institutional Research, Predictor Variables, Questionnaires, Rating Scales, *Social Adjustment, Social Influences, Student Adjustment, *Student Attrition, *Student College Relationship, Student Needs, Test Reliability
Identifiers-Total Adjustment Scale, *University of Iowa

Student attrition was studied in relation to the quality of the interaction between the student and the college environment, using a modified version of the Total Adjustment Scale, a self-report rating scale. Academic functioning, social functioning, and bonding to the college setting were assessed for 459 college freshmen at the University of Iowa during the eleventh week of the second academic semester. Statistical analysis of the 40-item adjustment instrument indicates a high degree of reliability for the scale, and these findings closely approximate those obtained during the earlier development of the instrument at Clark University. Those students expressing substantial expectations of not continuing at the University of Iowa through graduation were characterized as being less socially and/or academically adjusted than students indicating expectations of persistence through graduation. These results parallel those at Clark University. Factor analysis of the instrument yielded further confirmatory evidence for the presence of three factors: social integration, academic adjustment, and plans to persist at the university. It appears that the third factor corresponding to the previously labelled general bonding subscale is primarily concerned with a student's ability or inability to form a strong bond to the college or university. Additional analysis suggests that one's ability to effectively form social ties in a college environment may, generally speaking, be more crucial in relation to attrition than academic adjustment. However, this relationship may be reversed for individuals who do not need an extensive social life. A bibliography is appended. (SW)

ED 210 974 HE 014 561

Curran, Jay And Others

Why Do Students Leave the University? Draft.

Pub Date-Aug 81

Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 24-28, 1981). Not available in paper copy due to marginal legibility of original.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Aspiration, *College Students, *Dropout Attitudes, Dropout Research, Higher Education, Institutional Research, Questionnaires, *Rating Scales, Research Methodology, School Holding Power, Student Adjustment, *Student Attrition, Student Needs, Test Validity, *Withdrawal (Education)

Identifiers-*University of Iowa

Student withdrawal from the University of Iowa was studied using an exit survey. Students' reasons for leaving the university, their future plans, and possible interventions that would have assisted the student to remain in school were assessed, along with the validity of the survey. Although there was only 62 percent agreement between the exit survey and the followup interview, it is suggested that a large majority of the withdrawing students plan to continue their education somewhere.

In one section of the exit survey, students were instructed to mark any and all reasons for withdrawing. The most popular reasons for withdrawing were career plans, money, and academic reasons. However, when students were asked to state their primary reasons for withdrawing, the personal events reason was chosen by approximately one-third of the respondents, while the next most popular reason, money, was endorsed by only about one-sixth of the respondents. Some students indicated that their decision to withdraw was made from a personal perspective with regard to events occurring in their lives. It is suggested that the lack of correspondence between the two survey sections indicates a need for rewording of the exit survey. Of the total sample of 338 respondents should be allowed to mark more than one primary reasons, and to rank the importance of the reasons. It is concluded that the exit survey is a means to draw broad conclusions about the withdrawing student; however, this general information can be viewed as an initial step in institutional research. A sample questionnaire is appended. (SW)

ED 210 975 HE 014 571

Rowe, Leslie, Ed. Sjoberg, Steve, Ed.

International Women Students: Perspectives for the 80s. Report of the International Women Student Conference (Boston, MA, August 1981).

National Association for Foreign Student Affairs, Washington, D.C.; Wellesley Coll., Mass.

Pub Date-Aug 81

Note-110p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Advising, Career Planning, College Students, Developing Nations, Educational Benefits, Faculty Development, *Females, *Foreign Countries, *Foreign Students, Higher Education, Professional Personnel, Psychological Patterns, Reentry Students, *Role Perception, Sex Differences, Sex Role, Sex Stereotypes, Social Change, *Sociocultural Patterns, Socioeconomic Status, Status, Student Needs, *Womens Education, Workshops

Identifiers-Africa, Asia, Europe, South America, Task Force Approach

Proceedings of the 1981 International Women Student Conference, which disseminated information about the unique needs of international women students, are presented. Contents include the following: The Role of the Educated Woman: Views from North Africa and the Middle East,'' Leila Fawaz; The Role of Educated Women in Morocco,'' Zineb Touimi-Benjelloun; Women in Israel,'' Dorit Gary; Focus on Asian Women,'' Hanna Papanek; The Social and Economic Context of the Overseas-Educated Japanese Woman,'' Merry I. White; Educated African Women in Transition,'' Cynthia Sondej; The Status of Women in Developing Countries: Current Trends,'' Mayra Buvinic; The Ambivalent Position of the Professional Woman in Venezuela,'' Selene Stookey; Problems of the Educated Woman on Returning Home: A Case Review of Jamaica,'' Hazel Ekou-Pondza; The Role of Educated Women in Latin America and the Caribbean: A Personal Experience,'' Maria K. Urreizieta; Female/Male Dimensions of Cross-Cultural Counseling: A Workshop for Advisers of International Students,'' T. Dieffenbacher, J. Etish-Andrews, and Leslie Rowe; A Survey of International Students' Perception of Male/Female Relationships in the United States,'' Farah I. Ibrahim; First Steps in Life/Work Planning,'' Barbara Lazarus and Catherine Solmssen; Employment: Models, Resources and Solutions,'' Carol Morrissey, Judith Factor, Steve Sjoberg, and Mary Peterson; Organizations Concerned with Women in Development,'' Cynthia Sondej; A Re-Entry Workshop for International Women Students,'' Steve Sjoberg; Task Force on Women International Training Program for Regional Coordinators and Students,'' Ann Helm; and Needs of International Women Students: Report on Findings of the NAFSA/AID National Survey,'' Motoko Lee. (SW)

ED 210 976 HE 014 573

Bogue, E. Grady

State Policy and Private Higher Education in Tennessee. State Policy and Private College Distress.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-81
Note-24p.; For related documents, see HE 014 549 and HE 014 551.
Available from-Southern Regional Education Board, 1340 Spring Street, Atlanta, GA 30309 ($3.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Planning, College Role, Financial Support, Governance, Government School Relationship, Higher Education, *Master Plans, Mergers, Needs Assessment, *Private Colleges, Public Policy, *State Aid, *State Boards of Education, State Colleges, State Government, *Statewide Planning, Student Financial Aid
Identifiers-Tennessee, *Tennessee Higher Education Commission

The ways that the Tennessee Higher Education Commission (THEC) has sought to recognize the contribution of private higher education in Tennessee are addressed. Specific involvement of the private sector was provided in the preparation of the 1979-84 THEC Master Plan. Many of the planning issues identified in that plan touched on private sector concerns and interaction with public sector institutions. The master plan describes the governance and organizational structures in the state with a specific reference to the interaction of THEC with private sector institutions. The plan supplies data profiles and recent trends in such areas as enrollments, programs, faculty, finance, and facilities, and private sector institutions are represented in most of these trends. Additionally, the role of the private sector is specifically recognized in the statement of goals and objectives. Among the more important policy statements affecting the private sector is the issue of potential merger between private institutions and public institutions. The state provides financial support for private sector institutions through student financial aid, contract programs of the Southern Regional Education Board, and direct contracts. The THEC is charged by legislative statute to consider the programs and facilities of private higher education as it assesses the needs of the state in higher education. Policy and planning are designed to accord private education full recognition in the community of higher education in the state and to maintain full respect for the independence and autonomy of private higher education. A bibliography is appended. (SW)

ED 210 977 HE 014 578

Premfors, Rune

New Patterns of Authority in Higher Education. Intergovernmental Conference on Policies for Higher Education in the 80s (Paris, France, October 12-14, 1981).

Organisation for Economic Cooperation and Development, Paris (France).
Report No.-OECD-6389
Pub Date-Oct 81
Note-35p.; Best copy available.
Available from-Organisation for Economic Co-Operation and Development, Chateau de la Muette, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Administration, *Comparative Education, Coordination, Decision Making, Educational Change, Educational Policy, Educational Trends, *Foreign Countries, *Governance, Government School Relationship, *Higher Education, *Institutional Autonomy, Models, *Power Structure
Identifiers-Europe

The evolving patterns of authority in the higher education systems of countries that are members of the Organisation for Economic Co-operation and Development (OECD) are reviewed. Attention is directed to the major characteristics of the traditional patterns of authority, pressures for changed experiences during the transformation from elite to mass institutions, the process of reform, and the contents of reform at both the central level and within institutions. The following five traditional, modes of governance are briefly examined: The Continental or European mode, the British mode, the American mode, the Japanese mode, and the Yugoslavian mode. Pressures for change with respect to

higher education governance include: the growth of higher education, the need for coordination of the larger higher education enterprise, the impact of student unrest and demands, the change in status of intermediate and junior teaching staff, and broader social and policy trends, including efforts to boost regional and local self-governance. All OECD countries have strengthened their central capacity for policy analysis and coordination in higher education in recent decades. In all OECD countries higher education now occupies a more prominent role on the political agenda than before the period of explosive growth in the 1950s and 1960s, and there has been a trend toward participative forms of governance within institutions. Additionally, bureaucracy increased in higher education, probably because of size and of multiplication of purposes. A summary of Working Group Three's discussion of institutional autonomy, participation, and decision-making is appended, along with a bibliography. (SW)

ED 210 978 HE 014 579

Squires, Geoffrey And Others

Access to Higher Education. Intergovernmental Conference on Policies for Higher Education in the 80s (Paris, France, October 12-14, 1981).

Organisation for Economic Cooperation and Development, Paris (France).

Report No.-OECD-6377

Pub Date-Oct 81

Note-215p.; Best copy available.

Available from-Organisation for Economic Co-Operation and Development, Chateau de la Muette, 2 rue Andre-Pascal, 75775 Paris Cedex 15, France.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Access to Education, Admission Criteria, *College Admission, *Comparative Education, *Educational Policy, Enrollment Trends, Financial Policy, *Foreign Countries, *Higher Education, Need Analysis (Student Financial Aid), Nontraditional Education, Nontraditional Students, Selective Admission, Trend Analysis

Identifiers-Europe

Access to higher education in countries that are members of the Organisation for Economic Co-operation and Development (OECD) is addressed. The following topics are considered: principles for quantitative planning of higher education, admission policies and the institutional framework, changing links between secondary and higher education, access of new groups and new forms of attendance, coordinating admission and financing policies, and structural and qualitative characteristics of recent changes in higher education. Quantitative planning seems to reflect a pragmatic response to changing economic, demographic, and social conditions. Trends in participation rates at the upper secondary level that help explain differences between countries in their approach and policies regarding access to higher education are examined, along with recent trends and reforms in admission policies in various OECD countries. Programs and institutions with different degrees of selectivity at entry are also considered. Attention is directed to the use of secondary school grades for selection purposes, along with special entrance examinations, and interviews. Additionally, the use of preferential treatment measures for selection among pools of qualified applicants is addressed. New groups of students are considered, along with the subjects they are studying, special admissions policies, and long-term issues related to new groups of students. The question of whether selection procedures are affected by student financial status is discussed, along with whether the way an institution is financed determines their selection procedures. The report of the Working Group on Access to Higher Education is appended. (SW)

ED 210 979 HE 014 580

Psacharopoulos, George

Higher Education Expenditure in OECD Countries. Intergovernmental Conference on Policies for Higher Education in the 80s (Paris, France, October 12-14, 1981).

Organisation for Economic Cooperation and Development, Paris (France).
Report No.-OECD-5980
Pub Date-Oct 81
Note-72p.
Available from-Organisation for Economic Co-Operation and Development, Chateau de la Muette, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Comparative Education, Educational Finance, *Expenditures, Federal Aid, Financial Support, *Foreign Countries, Government School Relationship, *Higher Education, Intellectual Disciplines, Public Policy, *Resource Allocation, State Aid, Student Financial Aid, Unit Costs

Identifiers-Europe

Cost and expenditure developments in countries that are members of the Organisation for Economic Co-operation and Development are considered. The time evolution of overall educational expenditure without reference to a particular school level is examined, using National Account statistics. This analysis involves: examining the education share in the country's national income or overall state budget; comparing education's share in the state budget or national income to the share of other sectors like health and defense; and accounting for the changes in the

share of education in the national resources by considering demographic, enrollment, and cost factors. Another analysis, which involves the distribution of public expenditure by level of education, addresses the following: the higher education share in overall educational expenditures; factors accounting for the changing share of higher education in the state budget; the allocation of resources within the tertiary education sector; and the allocation of resources within the university sector by field of study. Data are provided by country for 1965, 1970, 1975, and 1977. Additionally, aggregate expenditure and enrollment data are combined to derive unit costs per student, unit costs per graduate, unit costs by type of higher education institution, and unit costs by field of study. Nonpublic sources of university finance and the evolution of student support schemes also are addressed. It is predicted that governments will exert increased pressure on students to finance their education. This change might be approached by giving student loans rather than grants. (SW)

ED 210 980 HE 014 581

Squires, Geoffrey Blume, Stuart
The Reform of Studies and the State of Research in Higher Education. Intergovernmental Conference on Policies for Higher Education in the 80s (Paris, France, October 12-14, 1981).
Organisation for Economic Cooperation and Development, Paris (France).
Report No.-OECD-06293
Pub Date-Oct 81
Note-46p.; Not available in paper copy due to marginal legibility of original document.
Available from-Organisation for Economic Co-Operation and Development, Chateau de la Muette, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Education, *Educational Change, Educational Policy, *Education Work Relationship, Foreign Countries, *Higher Education, Humanities, *Relevance (Education), *Research Needs, Research Projects, Retrenchment, Social Sciences, *Undergraduate Study, Vocational Education
Identifiers-Europe

The importance of reform of studies to ensure greater social and professional relevance of higher education in countries that are members of the Organisation for Economic Co-operation and Development (OECD) is considered. The state of research in higher education is also examined. After briefly discussing the current state of higher education in OECD countries and the relationship between higher education and working life, the reform of studies, and the particular problems of the humanities and social sciences, are examined. In most OECD countries, higher education is currently on the defensive because of such factors as economic recession, demographic changes, and graduate unemployment. It is suggested that higher education can respond to a greater emphasis on working life in five main ways: the alternative choices of work and study, either before, during, or after studies, can be encouraged; vocational representatives can be involved in the planning or accreditation of courses: student enrollment vocational courses can be increased, and the numbers in nonvocational courses can be decreased; a compromise, such as requiring students in academic courses to spend 20 percent of their time in vocational studies can be implemented; and academic and vocational needs can be subsumed within a framework of general undergraduate education, educational policy (and demographic factors) and by science and technology policy. The way in which external funds for research projects are distributed and the consequences of decline are considered. (SW)

ED 210 981 HE 014 582

Overview of Issues and Notes for Discussion. Intergovernmental Conference on Policies for Higher Education in the 1980s.

Organisation for Economic Cooperation and Development, Paris (France).
Report No.-OECD-6496
Pub Date-81
Note-88p.; Prepared by the Secretariat to serve as basis for discussions at the Intergovernmental Conference (Paris, France, October 12-14, 1981). Page 64 of original may not reproduce clearly because of faint print.
Available from-Organisation for Economic Co-Operation and Development, Chateau de la Muette, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education, College Admission, *Comparative Education, Educational Change, Educational Finance, Educational Policy, Educational Trends, *Education Work Relationship, Employment Projections, Enrollment Trends, Financial Policy, Foreign Countries, *Governance, Government School Relationship, *Higher Education, Institutional Autonomy, Nontraditional Students, Research and Development Centers, Research Needs, Resource Allocation, Student Financial Aid

Based on the 1981 conference on policies for higher education of the Organisation for Economic Co-operation and Development, recent trends in higher education and prospects for the future are considered, along with approaches to guide the development of policies during the decade. The chief areas of concern are as follows: access to higher education and the implications of changes in student demand; the changing relationship between higher education and working life; new patterns of governance and authority and the issues of autonomy and participation; financing and redeployment of resources for maintaining the development; and the research capacity of higher education institutions. Specific topics include. admission policies, changing links between secondary and higher education, access to new groups and new forms of attendance, employment and recruitment prospects for college graduates, the relationships between overall supply of and demand for young college graduates, models of governance in different countries, pressures for change with respect to higher education governance, the education share in the country's national income or overall state budget, factors accounting for changes in the share of education in the national resources, the distribution of public expenditure by level of education, unit cost data as derived from aggregate expenditure and enrollment data, the reform of college studies and specifically the humanities and social sciences, ways that higher education can respond to a greater emphasis on working life, the effect of education policy and science/technology policy on research in higher education, and the way that funds for research are distributed. (SW)

ED 210 982 HE 014 583

Employment Prospects for Higher Education Graduates. Intergovernmental Conference on Policies for Higher Education in the 80s (Paris, France, October 12-14, 1981).

Organisation for Economic Cooperation and Development, Paris (France).

Report No.-OECD-6157

Pub Date-Oct 81

Note-61p.; Prepared by the Secretariat.

Available from-Organisation for Economic Co-Operation and Development, Chateau de la Muette, 2, rue Andre-Pascal, Paris Cedex 16, France.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Business, *College Graduates, Comparative Education, *Education Work Relationship, *Employment Opportunities, Employment Potential, Employment Projections, *Foreign Countries, Futures (of Society), Government Employees, Higher Education, *Labor Market, Public Policy, Relevance (Education), Retrenchment, Teacher Supply and Demand

Identifiers-Europe

The relationship between overall supply of and demand for young college graduates in countries that are members of the Organisation for Economic Co-operation and Development (OECD) are examined. Employment and recruitment prospects until about 1985 and the structural trends that will have a lasting influence on the graduate employment situation are addressed. Attention is directed to the relative position of young graduates in a context of slow growth and a generally unfavorable employment situation. The sector where most graduates are utilized and employment has risen fastest is public service; however, a number of governments are considering substantial cuts in public spending, which will affect public employment. With respect to employment in education, the supply of teachers and researchers is generally expected to outweigh demand substantially. The capacity of the private sector and, in particular, industry to absorb a large proportion of highly qualified personnel is uncertain. It is suggested that it seems unlikely that the supply surplus can be absorbed within the OECD countries. Possible adjustments between supply and demand are considered in relation to: possible new jobs and access to new jobs. It is suggested that in the future the possibilities of initial employment will not only depend on the kinds of qualifications young graduates have, but also on the adaptability of their field and changing attitudes. It is projected that in the future shorter courses with a vocational bias may facilitate entry into working life and provide better career prospects than long courses. It is suggested that new circumstances, and in particular financial constraints, could result in the relationship between higher education and employment being given increased importance in future planning. (SW)

ED 210 983 HE 014 585

Nelson, Glenn M., Ed. And Others

Graduate Courses in the Field of Higher Education: Selected Syllabi. Occasional Paper No. 4.

Pittsburgh Univ., Pa. Inst. for Higher Education.

Pub Date-30 Jun 81

Note-107p.

Available from-Institute for Higher Education, University of Pittsburgh, 5501 Forbes Quadrangle, Pittsburgh, PA 15260.

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Administration, College Curriculum, *College Faculty, College Instruction, Community Colleges, Comparative Education, Course Descriptions, Course Objectives, Course Organization, *Curriculum Design, Curriculum Guides, Doctoral Programs, Educational Administration, Educational Economics, Educational History, Educational Legislation, *Education Courses, Foundations of Education, *Graduate Study, Higher Education, *Postsecondary Education As a Field of Study, Socialization, Student College Relationship, Student Evaluation

Syllabi from graduate courses in the field of higher education are presented. The collection was assembled in conjunction with a survey of the membership of the Association for the Study of Higher Education (ASHE) about important books for students and scholars in the field of higher education. From the 25 syllabi received, 11 were chosen that covered the range of courses. The collection includes syllabi from courses in several of the most commonly found specializations in graduate higher education programs. The syllabi include a description of the course, course requirements, course objectives, student evaluation modes, readings for the course, additional references, a course outline, and a course schedule. Contents (syllabi and professors) include the following: administration of higher education, George Ecker; college and university teaching, Al Smith; community colleges, Darrel Clowes; comparative higher education, Philip G. Altbach; curriculum in higher education, Al Smith; economics of higher education, Howard R. Bowen; educational administration (doctoral core), George Ecker; higher education law, John Andes; historical and philosophical foundations of American higher education, Jack Schuster and John R. Thelin; the professoriate, John C. Weidman; and student socialization, John C. Weidman. (SW)

ED 210 984 HE 014 586

Lang, Serge

The File. Case Study in Correction (1977-1979).

Report No.-ISBN-0-387-90607-X
Pub Date-81
Note-723p.
Available from-Springer-Verlag, 175 Fifth Avenue, New York, NY 10010.
Pub Type- Opinion Papers (120) - Collected Works - General (020) - Books (010)

Document Not Available from EDRS.

Descriptors-Case Studies, *College Faculty, *Educational Research, Higher Education, *Occupational Surveys, Questionnaires, Research Design, Researchers, *Research Methodology, *Research Problems, Sampling, Teacher Attitudes, Teaching (Occupation)
Identifiers-*Ladd (Everett C), *Lipset (Seymour Martin)

In reaction to the 1977 Survey of the American Professoriate by Everett C. Ladd and Seymour Martin Lipset, Serge Lang began a file of letters expressing concern over and opposition to the study. The controversy began when Lang wrote a letter to the researchers expressing his opposition, with copies to members of the academic community, professional association officers, and related press. An exchange of letters and articles ensued, with the last letter mailed in November 1979. A variety of views is expressed in the file's contents. The author outlines the controversy's chronology, beginning with a copy of the 1977 survey. In a preface, Ladd and Lipset review their series of surveys, outline the 1977 survey's methodology, and address specific criticisms of the 1977 study: sampling, nonresponse, question design, and questionnaire development. A list of principal participants in the file is included. (MSE)

ED 210 985 HE 014 589

Parelius, Robert James

The Troubles with Teaching Undergraduates: Problems Arising from Organizational, Professional, Collegial and Client Relationships.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Rutgers, The State Univ., New Brunswick, N.J. Research Council.
Pub Date-Jan 81
Grant-NIE-G-79-0175
Note-22p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Toronto, Canada, August 1981).
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, College Environment, *College Faculty, College Instruction, Departments, *Faculty College Relationship, Faculty Workload, Higher Education, *Job Satisfaction, Organizational Climate, Private Colleges, Productivity, Research Projects, Scholarship, Small Colleges, Student Evaluation, Student Teacher Relationship, *Teacher Attitudes, *Teaching (Occupation)
Identifiers-Collegiality

Hypothetical and actual problems in the organizational, professional, collegial, and client relationships of college faculty were studied. A list of hypothetical problems was derived from a systematic literature search, and semi-structured interviews were conducted with 32 faculty of history, biological science, political science, and business economics departments of a small, Eastern private college. Among the findings are the following: respondents recognized that within the academic profession research productivity is more highly valued than teaching excellence; historians and political scientists understood that they faced restricted career opportunities, but still displayed relatively high morale; members of all departments felt that their teaching loads made it difficult for them to keep up with their fields; many professors felt that public commitments to both high standards of scholarship and teaching excellence were sometimes contradicted by personnel actions; strained collegial relationships both within and between departments existed; and the majority of respondents were displeased by the large number of poorly prepared and motivated students. None of the following hypothetical organizational problems were widely recognized at the college: professional isolation, excessive professional demands, large classes, pressure to relax standards, inadequate pay, loose-coupling, threats to academic freedom, and limited opportunities for tenure. It is suggested that virtually all of the serious problems are related to the dilemma of attracting students while maintaining high academic standards. A bibliography is appended. (SW)

ED 210 986 HE 014 594

Preston, Kathleen

Assessment of Prior Learning: An Interdisciplinary Perspective.

Pub Date-Aug 81

Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Available from-Department of Psychology, Humboldt State University, Arcada, CA 95521 (0.40 each; $24.00 per 100).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Students, *College Credits, College Students, Educational Quality, Employment Experience, *Experiential Learning, Higher Education, Interdisciplinary Approach, *Nontraditional Students, *Prior Learning, State Universities, Student Evaluation, Teacher Attitudes

Identifiers-Humboldt State University CA

The Assessment of Prior Learning Program at Humboldt State University, California, is described. The program enables students to gain at least token recognition, through elective units, for prior learning by taking a course and writing a portfolio that is assessed by faculty and awarded up to 10 additional units. The program began by offering lower-division credit under a Behavioral and Social Sciences course number, and is now offering upper-division credit in all academic areas. Through the Division of Interdisciplinary Studies, it is suggested that the entry of older students into the regular college population has resulted in more flexibility in the traditional curriculum. The faculty, by working with students who are in their same generation or older, have become more aware of the kinds of expectations they have of college students. One issue is whether people learn better by moving from the particular and applied to general principles, or vice versa. Courses are usually taught beginning with the general and then examining applications; however, adults who have considerable nonacademic experience are likely to learn in the other direction, using applied knowledge as the basis for theoretical understanding in academic courses. The average age of students in the program has been 42 years, and 90 percent have been women. Most people who enroll complete the course, but only about one-third complete the portfolio for the additional units. The greatest faculty concern has been to maintain a level of quality at least as high as in regular courses and to create credibility for the program with other faculty. A bibliography is appended. (SW)

ED 210 987 HE 014 595

Rae, William A.
Teaching Pediatric Psychology Concepts to Medical Students.

Pub Date-Aug 81
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 28, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Psychology, Clinical Diagnosis, Clinical Experience, Developmental Psychology, Higher Education, *Interdisciplinary Approach, *Medical Education, Medical Students, *Pediatrics, Physician Patient Relationship, *Psychiatry, Psychological Evaluation, Psychopathology
Identifiers-*Texas A and M University

The psychiatric/behavioral science component of the medical school curriculum at Texas A&M University, which involves a pediatric psychology rotation, is described. The content areas of pediatric psychology includes the basic curriculum areas of child/adolescent psychodiagnostic categories, behavioral/developmental disorders, and knowledge of individual psychopathology. The student must comprehend individual and family dynamic theory, child/adolescent development, and the impact of the environment on the child/adolescent. In terms of process areas of learning,the student develops interviewing skills and the ability to build meaningful rapport with the patient within the context of the doctor-patient relationship. In order to internalize the process of pediatric psychology, the medical student must usually show an attitudinal change departing somewhat from the traditional medical model approach, which differs from the biopsychosocial model. The medical students are exposed to diagnostic controversies between medicine and psychiatry, treatment and management of physical illnesses and disease from a psychiatric perspective, and the impact and importance of the doctor-patient relationship. Students receive clinical exposure to pediatric psychology within both the psychiatry and pediatric clerkships. During assignment to pediatric psychology, students observe clinical diagnostic interviews and may join the psychologist in therapy sessions. Students also are exposed to a multidisciplinary team that evaluates children with behavioral, emotional, learning, and developmental disorders. A bibliography is appended. (SW)

ED 210 988 HE 014 596

Cochran, Thomas R. Felder, Nathaniel L.

Academic Audit: Development of a Planning, Budgeting, and Evaluation Model for Academic Programs.

Pub Date- 81
Note-14p.; Not available in paper copy due to marginal legibility of original.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advisory Committees, Budgeting, *College Planning, College Programs, College Role, Curriculum Development, Data Collection, Departments, *Educational Assessment, Educational Objectives, Enrollment Trends, Expenditures, Grading, Higher Education, *Institutional Research, Models, Program Development, *Program Evaluation, *Resource Allocation, Teacher Salaries
Identifiers-*Audits, *University of North Carolina Asheville

The development of a planning, budgeting, and evaluation model, referred to as an academic audit'' model, at the University of North Carolina, Asheville, is described. The model is essentially a model for planning resource reallocation in conjunction with redefining and reestablishing institutional goals and mission statements. Priorities for budgeting are set as a consequence or outcome of the auditing process. The model is cyclical in that an obvious outcome of the entire process would be a demonstrated need to perpetuate the model. The first phase of the model involves compiling extensive data on student enrollment patterns, grading tendencies of faculty, and other trends and merging that information with budget data such as faculty salaries and expenditures for equipment and supplies. The academic audits of each academic program would serve as the primary information source used by a joint faculty-administrative advisory committee in the second phase of the program, academic planning. Using the university's goals and objectives as a guide, recommmendations could be made by the advisory committee as to the status of present programs, the need for any reallocation of funds, and the availability of monies for any new programs. Once their recommendations are considered and acted on, the third phase would be one of program evaluation and review. This stage essentially would entail annual updating of the initial academic audit, a review of the program's progress in achieving stated objectives, and recommending any changes in funding. A bibliography and audit program timetable adopted from the National Center for Higher Education Management Systems are appended. (Author/SW)

ED 210 989 HE 014 597

Barger, Robert N. Barger, Josephine C.

The Two Edges of Advisement: Report of a National Survey.

Pub Date-Oct 81

Note-44p.; Paper presented at the Annual Meeting of the National Academic Advising Association (5th, Indianapolis, IN, October 11-14, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Advising, College Students, Comparative Analysis, Decision Making, Faculty Advisers, Higher Education, Majors (Students), National Surveys, *Participant Satisfaction, Private Colleges, School Size, State Colleges, *Student Attitudes, Trend Analysis, *Undergraduate Students

The state of academic advisement in postsecondary education was studied through a survey of representatives of 58 colleges and universities and students who were pursuing undergraduate degrees in four-year institutions during the 1960s, 1970s, and 1980s. About 59 percent of the institutions were public, 41 percent were private, and 22 percent had a central advisement program. Only 45 percent of the public students rated their advisement as excellent-to-good, compared to almost 59 percent of the private students. For the three time periods, there was a marked decrease in public student satisfaction with their advisement and a corresponding increase in private student satisfaction. Students in large public universities were considerably less happy with their advisement than were students in small schools. Students viewed themselves as the most helpful resource in making decisions about majors, teachers as the most helpful external resource, and advisors tied with friends as being least helpful. Some of the data indicate that 34 percent of the freshmen were not obliged to consult an advisor. In addition to the survey findings, 20 issues that have affected postsecondary education over the last two decades are briefly considered. These include an emphasis on science, civil rights, affirmative action, women's rights, a movement that emphasized ethnic identity, community colleges, student power, financial aid from governmental sources, adult and continuing education, and Public Law 94-142. A bibliography, sample questionnaires, and sample student descriptions of an ideal student advisement program are appended. (SW)

ED 210 990 HE 014 598

Report of the Graduate Medical Education National Advisory Committee to the Secretary, Department of Health and Human Services. Volume 1: Summary.

Health Resources Administration (DHHS/PHS), Hyattsville Md. Office of Graduate Medical Education.

Report No.-HRA-81-651

Pub Date-30 Sep 80

Note-115p.; For related documents see ED 203 766-771.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Advisory Committees, *Employment Projections, Foreign Medical Graduates, Futures (of Society), *Graduate Medical Education, Higher Education, *Labor Needs, Labor Supply, Mathematical Models, Medical Schools, *Medicine, Needs Assessment, *Physicians, Position Papers, Predictive Measurement, Specialization, Technical Assistance

Identifiers-Medically Underserved Areas

Results of a three-year study to estimate the future supply and requirements for physicians, which was conducted by the Graduate Medical Education National Advisory Committee (GMENAC), are summarized. The research methodology, which consisted of three mathematical models to project physician supply and requirements, is described, and 40 recommendations to solve health manpower problems of 1980-2000 are presented. Additionally, federal government private commission initiatives from 1955 through 1980 to deal with health manpower problems are considered, and the function of GMENAC technical panels are addressed. The findings indicate the following: there will be 70,000 more physicians than required in 1990; most specialties will have a surplus; some specialties will be in balance (e.g., osteopathic general practice, family practice, general internal medicine, and general pediatrics); shortages will be experienced in psychiatry, physical medicine and rehabilitation, and emergency medicine; and valid criteria for designating geographic areas as adequately served or underserved have not been developed. Among the approaches GMENAC recommends are the following: a 17 percent decrease in U.S. medical school enrollment compared to current levels; sharp restrictions of the entry into the United States of students from foreign medical schools; no further rise in the number of physician health care providers being trained; and prompt adjustments in the number of residency training positions in individual specialties to bring supply into balance with requirements in the 1990s. (SW)

ED 210 991 HE 014 599

Teichler, Ulrich

Work-Study Programs: The Case of 'Berufspraktische Studien' at the Comprehensive University of Kassel. Arbeitspapiere des Wissenschaftlichen Zentrums fur Berufs- und Hochschulforschung an der Gesamthochschule Kassel, Nr. 8.

Kassel Univ. (West Germany).

Pub Date-Jun 81

Note-33p.; Original title: Institutionalizing Education-Work Interaction Programs the Case of the Comprehensive University of Kassel. Paper presented to the World Conference on Cooperative Education (2nd, Boston, MA, April 22-24, 1981) and to the Annual Meeting of the American Educational Research Association (Los Angeles, CA, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Education, *College Programs, *Cooperative Education, Cooperative Programs, Curriculum Design, *Educational Change, Education Work Relationship, Experiential Learning, *Foreign Countries, Higher Education, *Interdisciplinary Approach, School Business Relationship, Universities, *Work Experience

Identifiers-*University of Kassel (West Germany), West Germany

The process of institutionalizing off-campus work experience at the Comprehensive University of Kassel, West Germany, is described. The concepts of the comprehensive university and curricular reform in the Federal Republic of Germany are also addressed. The comprehensive university unites the tasks of research, teaching, and study that previously fell to different institutions, and it aims to facilitate transfer between different courses of study, as well as to help synthesize the academic orientation of the traditional university and the practical orientation of the nonuniversity institutions of higher education. The Comprehensive University of Kassel offers four basic types of courses of study: integrated course of study (e.g., architecture, urban planning, civil and mechanical engineering, agriculture, landscape planning, economics, and social work); teacher training; fine arts, graphic design, and industrial design; and conventional academic courses, confined at present to mathematics and physics. The integrated study course includes two semesters of work experience. In addition, Kassel still offers a number of vocational courses that are being phased out as the new integrated courses are being established. The following topics are addressed: problems of cooperation between employers and the comprehensive university, problems of the curricular integration of off-campus work experience, organizational problems with the university, and student problems. A bibliography is appended. (SW)

ED 210 992 HE 014 600

Johnson, Allen B. Moen, Norman W.

General Education in General College: Refining a Program for the 1980s.

Minnesota Univ., Minneapolis. General Coll.

Pub Date- 81

Note-16p.

Available from-General College, University of Minnesota, Minneapolis, MN.

Journal Cit-General College Newsletter; v27 n1 1980-81

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Associate Degrees, College Programs, College Role, Degree Requirements, Educational Assessment, *Educational History, *Educational Objectives, Educational Trends, *General Education, Higher Education, Improvement Programs, *Liberal Arts, Skill Development, *Undergraduate Study

Identifiers-Boyer (Ernest L), Levine (Arthur), *University of Minnesota

Improvement of the lower division undergraduate program of the General College of the University of Minnesota is addressed. Attention is directed to the history of the program, the status of the project when the General College Assembly adopted its 1981 statement, and the nature of the work to be completed during the 1981-82 year. Reference is made to the 1981 Carnegie Foundation essay (Boyer and Levine) showing that general education experienced a swing toward vocational education before the Depression, efforts to reaffirm values central in Western and American civilization after World War II, and an emphasis on science and mathematics and foreign languages after Russia orbited Sputnik in 1957. During the 1960s and early 1970s, students, minorities, feminists, and others called for diversity and relevance in general education offerings. The goals, characteristics, and desirable outcomes of the general education program, and degree requirements of the Associate in Arts Degree of the General College are specified in the 1981 Assembly statement. Broad educational outcomes in connection with skills, liberal education, and application/problem solving have been specified. Faculty have been examining course offerings as part of an effort to refine the liberal education requirement. Boyer and Levine suggest that general education content can be presented under six broad subject categories: shared use of symbols, shared membership in groups/institutions, shared producing and consuming, shared relationship with nature, shared sense of time, and shared values and beliefs. Two recent histories of general education, one by Roland Lincoln Guyotte, III, and the other by Gail A. Koch, are reviewed. (SW)

Fall 1980 Minnesota Post-Secondary Education Enrollment Survey. Basic Data Series Report Number 9.

Minnesota Higher Education Coordinating Board, St. Paul.

Pub Date-Apr 81

Note-607p.; Not available in paper copy due to marginal legibility of original. Microfiche packet attached to original has been removed by ERIC.

Available from-Higher Education Coordinating Board, 400 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF03 Plus Postage. HC Not Available from EDRS.

Descriptors-Average Daily Membership, *College Freshmen, College Students, *Enrollment Rate, Full Time Equivalency, High School Graduates, *Postsecondary Education, Private Colleges, *School Demography, State Colleges, State Universities, Student Attrition, Technical Institutes, Trend Analysis, Two Year Colleges

Identifiers-*Minnesota

Minnesota public and private postsecondary education enrollment data for fall 1980 are presented. The report's six sections contain: (1) fall 1980 headcount enrollments; (2) fall 1980 institutions enrollment reports; (3) full-year equivalent enrollments and average daily memberships; (4) enrollment by county of residence; (5) new entering freshman participation rates; and (6) participation rates of 1980 high school graduates. The fall 1980 enrollments, county of residence data and participation rates are based on enrollments as of the 10th day of classes for fall term, 1980. The full-year equivalent enrollment information is based on credit hours of instruction generated on-campus during fall through spring of the academic year, in off-campus or extension courses, and during summer session. Average daily memberships for the area vocational-technical institutes are for a fiscal year. The county of residence and participation rate sections contain data for each system and for the state. A microfiche packet is attached to the back cover that contains county of residence and participation rate data for individual institutions. (Author/LC)

ED 210 994 HE 014 607

Baker, Janette, Ed.

Adult Learners in Universities.

Council of Ontario Universities, Toronto. Office of Teaching and Learning.

Pub Date-Jun 81
Note-17p.; Not available in paper copy due to small print.
Available from-Office of Teaching and Learning, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 Canada.
Journal Cit-University Education News; v1 n4 Jun 1981
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Advising, Adult Development, Adult Learning, *Adult Students, Cable Television, College Programs, Credit Courses, Educational Technology, Engineering Education, *Females, *Foreign Countries, Higher Education, Inservice Teacher Education, *Nontraditional Students, Part Time Students, Professional Continuing Education, Schools of Education, *Student Adjustment, Student Employment, Student Needs, Student Personnel Services, Telecourses
Identifiers-*Ontario

Theories on adult development and learning and some of the Ontario universities' programs and services for the adult learner are examined, and Athabasca University, Alberta's answer to the British Open University, is described. Peter O'Donneil discusses adult learners' needs and explains how Athabasca University serves this specific type of student. While Ontario does not have a university created solely for adult students, its institutions are also concerned about the adult learner. Marion Croft reports on Wilfrid Laurier University's Telecollege, which offers university degree credit courses on cable television. Some of the programs and services for adult learners offered at the University of Guelph are described by Mei-Fei Elrick, and Fran Bonisteel reports on Atkinson College in York University's efforts to make a university education available to working adults on a part-time basis. Additionally, Sandy Reid describes services designed to ease the transition into becoming a student provided by University of Western Ontario's Mature Students Advisor's Office, which is staffed by a person who is familiar with the adult student's experience both from the student and advisor points of view. The efforts of the Faculty of Education of Lakehead University in Northwestern Ontario to meet the professional needs of teachers for continuing education are addressed by L. Larry Korteweg, and Lakehead University's School of Engineering special engineering program, which allows graduate engineering technologists to complete an engineering degree program in two academic years and a short summer session, is described by J. G. Locker. Finally, Isobel Mackay describes the mature women students' program at the University of Waterloo, and Faith Gildenhuys notes adult student programs and services at Carleton University. Book reviews are also included. (SW)

ED 210 995 HE 014 609

McLean, Robert S., Ed. McLean, Ruth W., Ed.

Microcomputers in Higher Education.

Council of Ontario Universities, Toronto. Office of Teaching and Learning.

Pub Date-Oct 81

Note-25p.; Not available in paper copy due to small print.

Available from-Office of Teaching and Learning, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario, M5S 2T4, Canada.

Journal Cit-University Education News; v2 n1 Oct 1981

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art, *College Instruction, *Computer Assisted Instruction, Computer Graphics, Computer Literacy, *Computer Managed Instruction, Educational Technology, Foreign Countries, Higher Education, Information Dissemination, Language Laboratories, *Microcomputers, Music Activities, Organizations (Groups), Photocomposition, Technological Advancement, Telecommunications

Some of the areas in which Ontario educators currently employ microcomputers in higher education are addressed in several articles, bibliographies, and book reviews. Various uses of computer-managed instruction and computer-assisted instruction (CAI) at Humber College of Applied Arts and Technology are outlined by Frank A. Ford. Microcomputer CAI at Sheridan College of Applied Arts and Technology is described by Ted Bangay, and CAI work in the language laboratory at the University of Waterloo is considered by Rebecca Anders. According to Nick Solntseff of McMaster University, universal computer literacy should have top priority in both schools and postsecondary institutions during the 1980s. He notes uses of computers and telecommunications in other

countries. Computer literacy at York University is considered, based on an interview with Peter Danielson. The need for research to discover how computer-literate students differ from nonliterates and how these differences can be used to make them more effective learners are proposed by Ronald G. Ragsdale. The involvement of artists with microelectronics and computers, which crosses the boundaries of time and space, software and hardware, and culture and technology, is considered by Richard H. Hill, who also discusses the role of the Photo-Electric Arts Department of the Ontario College of Art. Peter Boos describes the Keyboard Computer Music system and its applications, and R. E. Drake describes the purpose of the Educational Computing Organization of Ontario, which seeks to exchange and disseminate information on the educational use of computers in Ontario. An annotated bibliography of microcomputer publications by Ron Adams and a second annotated bibliography on microcomputers and higher education and ongoing applications by Janette M. Baker are presented. (SW)

ED 210 996 HE 014 611

Jacobs, Lucy Cheser

Problems Encountered by Women and Minority Students at Indiana University. Indiana Studies in Higher Education, Number Forty-Six.

Indiana Univ., Bloomington. Bureau of Evaluative Studies and Testing.

Pub Date-Aug 81

Note-26p.

Available from-Bureau of Evaluative Studies and Testing, Division of Research and Development, Indiana University, Bloomington, IN.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Academic Advising, Basic Skills, Departments, Faculty Advisers, *Females, Higher Education, Institutional Research, *Minority Groups, Peer Relationship, Racial Discrimination, Role Models, Sex Discrimination, State Universities, Student Adjustment, *Student Attitudes, Student Financial Aid, Student Needs, *Student Problems, *Undergraduate Students

Identifiers-*Indiana University

The problems encountered by undergraduate women and minority students at Indiana University were identified to determine whether the difficulties were perceived as race or sex discrimination. Questionnaire responses were obtained from students in the departments of Afro-American Studies (100) and Chicano Studies (42) and in a general cross-section of classes in various departments (232). Nineteen responses from the Women's Studies program were combined with the general cross-section group. The two problems reported most frequently by all groups were obtaining good advice about courses/programs and obtaining adequate financial aid. Academic problems such as inadequate preparation in basic skills and maintaining a satisfactory grade point average were significantly more troublesome for minority students than nonminority students. The minority students also experienced more serious nonacademic problems, such as the perceived hostile attitudes from other students, finding satisfactory social outlets, and the lack of success models of their race on campus. The minority students were more likely to attribute nonacademic than academic problems to racial discrimination; however, relatively small numbers perceived any problems as race-related. Minority women felt that their problems were significantly more serious than nonminority women, and these were more likely to be related to racism than sexism. The women respondents wanted to see more female role models on campus and felt that problems such as their inadequate preparation in mathematics and the lack of encouragement from advisors to pursue nontraditional careers may be forms of sex discrimination. (SW)

Hopkins, Charles E. Sullivan, Margaret M.
Organizational Change: Implications for Institutional Research.
Pub Date-29 Oct 81
Note-11p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Charlotte, NC, October 29, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Role, Decision Making, Economic Factors, Evaluation Methods, Faculty College Relationship, Governance, *Higher Education, *Institutional Research, Measurement Techniques, *Organizational Change, Organizational Communication, Political Influences, Power Structure, Research Design, Research Methodology, *School Organization, Teacher Morale
Identifiers-Collegiality

An approach to assess organizational change within the university is considered. The research approach was designed to use the strength of the university to examine and document an organizational change that evolved over time and resulted in unplanned outcomes is described. Important decisions that influenced the design of the survey instrument include: the questions were to reflect the political, sociological, and communication dimensions; some items would allow open answers, and the survey would use the interview approach. The final survey instrument included: 10 items concerning staff characteristics; 10 items related to decision-making, power, control, and political activity; 10 items that identified communication channels; two items that measured feelings of loss and grief; two items that identified the interaction groups that operated during the change process; and items designed to measure the individual's interpretation of the institutional mission and the way in which the reorganized units reflected the institutional mission. An important research issue was the fact that organizational change is a developmental process that occurs within a historical and economic context. The sensitivity of self-examination also was evidenced: for the secure, their research approach became an exercise in expression and introspection, while the less secure were more threatened by survey questions. The collegial approach was selected in an effort to positively enhance the mission governance style, and personnel of those units involved in the reorganization of the university. (SW)

Matross, Ronald And Others

American Student Attitudes Toward Foreign Students Before and During an International Crisis.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date-1 Aug 80

Note-20p.

Available from-University of Minnesota, Office for Student Affairs, Minneapolis, MN.

Journal Cit-OSA Research Bulletin; v21 n1 Aug 1980.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students, Conflict, Followup Studies, *Foreign Students, Higher Education, Institutional Research, Intergroup Relations, International Educational Exchange, *International Relations, Interpersonal Relationship, *Political Influences, Questionnaires, *Social Integration, Social Isolation, *Student Attitudes, Student Characteristics, Student Exchange Programs

Identifiers-Iran

Attitudes of a random sample of students at a large university toward foreign students and international programs were surveyed before and after the seizure of U.S. hostages in Iran. A newly developed International Issues Questionnaire'' covered attitudes toward foreign students as teaching assistants, funding exchange programs with student fees, and attitudes regarding international relations issues. Students were asked about their contact with foreign students, their experiences with other cultures, and their demographic characteristics. In the spring of 1979, 743 students responded to the mail questionnaire, and six months later, 404 students responded to the followup survey. In contrast to a majority view of the value and desirability of interaction with foreign students, less than one-third of respondents on both surveys agreed that there was meaningful contact between U.S. students and foreign students at the university. Most students did not change their attitudes toward foreign students after the takeover of the U.S. embassy in Iran, but their responses did show increased support for funding international exchange programs. Attitudes toward foreign

students were significantly related to respondents' demographic characteristics, political views, and the frequency and form of their contact with foreign students. More positive attitudes toward foreign students were associated with being female, older, enrolled in graduate school, living off campus, and having travelled abroad. The more frequent the students' reported contact with foreign students, the more positive were their attitudes. A bibliography and questionnaire are appended. (SW)

ED 210 999 HE 014 617

Brown, Peggy, Ed.
Programs for First-Year Students.
Association of American Colleges, Washington, D.C.
Pub Date-81
Note-17p.
Available from-Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
Journal Cit-Forum for Liberal Education; v4 n2 Nov/Dec 1981
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Environment, *College Freshmen, College Programs, Higher Education, Interdisciplinary Approach, Interviews, Liberal Arts, School Holding Power, *School Orientation, *Seminars, *Student Adjustment, Student Characteristics, *Student College Relationship, Student Needs, Student Problems, Student Teacher Relationship, Writing Skills
Identifiers-City University of New York Coll of Staten Island, Denison University OH, Saint Olaf College MN, State University of New York Coll at Oswego, University of South Carolina Columbia, Washington University MO

An article and descriptions of programs for first-year college students are presented. In As Freshmen First,'' John Orr Dwyer recounts the history of the word freshman'' and outlines some of the characteristics of the 1980s first-year student. Recognizing the problems that face students entering college for the first time, he asks why there is no national association for the administrators who help freshmen overcome these problems and adjust to their new academic, social, and physical environments. The program descriptions following the essay illustrate some of the ways in which colleges and universities are helping these first-year students adjust to college life. At the University of South Carolina, Columbia, and the State University of New York College, Oswego, structured orientation programs are provided that aim for increased student awareness of campus facilities, services, and activities. Washington University, and Denison University have designed special courses and seminars that unify freshman academic experiences. The City University of New York, College of Staten Island, offers a freshman seminar, freshman workshop, a baccalaureate program for students ranked in the top third of their graduating class, and a program that integrates the development of writing ability with the teaching of the subject matter. At St. Olaf College, interviews were conducted with freshmen in order to determine how and when programs should be implemented and dilemmas and issues that freshmen are facing. Additionally, programs at the following colleges are described briefly: University of Delaware, University of Hartford, Hollins College, Jefferson Community College, Marymount Manhattan College, and Thomas More College. Resource materials also are identified. (SW)

ED 211 000 HE 014 618

Morris, Frances J.

Clinical Laboratory Sciences: The Next Twenty Years.

Pub Date-25 Jun 81

Note-51p.; Paper presented at the Annual Meeting of the American Society of Medical Technology (Miami, FL, June 15, 1981). Some tables will not reproduce well.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Attitudes, Articulation (Education), Certification, College Faculty, Competency Based Education, *Educational Change, Employment Practices, *Futures (of Society), Graduate Study, Higher Education, Medical Services, *Medical Technologists, Needs Assessment, *Prediction, State Colleges, Statewide Planning, Teacher Attitudes, Technological Advancement

The views of professionals concerning the future of the clinical laboratory sciences were assessed using a modification of the Delphi technique. The participating administrators, educators, and bench technologists were asked what they felt the clinical laboratory sciences would be like in 20 years, and their responses were used to develop statements regarding the future of the clinical laboratory. Additionally, statements related to articulation and a statewide articulation system in clinical laboratory education were included. Statements were grouped into four general categories: education/general, education/articulation, credentialling, and professional. Using the predictions of the panelists, it was possible to develop a scenario for the future of the field. It is predicted that in 1991, contrasted to 1981, fewer medical technologists will be entering the profession and more will be leaving than today. One reason for their leaving will be the increased utilization of advanced automated technology; the technology will produce a decreased need for technologists. Education of the clinical laboratorians is expected to change: the medical laboratory technician (MLT) education program will consist of a minimum of three academic years as compared to the current two-year minimum, and the hospital-based programs will increase from a minimum of 12 months to a minimum of 18 months. It is expected that all four-year institutions will provide competency-based exams to assess potential placement of the MLT in the curriculum. Questionnaires are appended. (SW)

ED 211 001 HE 014 610

Reid-Smith, Edward R.

A Report to the Australian Development Assistance Bureau. Regional Symposium on Distance Teaching in Asia (Penang, Malaysia, May 1981).

Office of Research in Librarianship, Wagga Wagga (Australia).

Pub Date-May 81

Note-24p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Assessment, Educational Objectives, Educational Philosophy, Educational Research, Educational Technology, *Extension Education, *External Degree Programs, Faculty Development, *Foreign Countries, Higher Education, Independent Study, *Regional Cooperation, School Organization

Identifiers-*Asia, Bangladesh, *Distance Education, India, Japan, Malaysia, Pakistan, Philippines, South Korea, Sri Lanka, Thailand, Universiti Sains Malaysia

Reports and summaries of papers presented at the 1981 Regional Symposium on Distance Teaching in Asia are presented. The symposium, which was represented by 22 countries, was organized by the Universiti Sains (University of Science) Malaysia as part of the activities associated with the completion of 10 years of off-campus program facilities. The symposium was designed to promote information exchange among scholars involved in distance teaching, extension education, and external degree programs; to promote understanding of the problems involved in the teaching and learning process of self-learning programs; and to identify approaches to raise the effectiveness of distance teaching programs in the various countries. Reports on distance education in the following countries are presented: South Korea, Japan, the Philippines, Thailand, Bangladesh, India, Sri Lanka, Pakistan, and Malaysia. Selected papers on the following topics are summarized: philosophy, goals, and objectives of distance educational systems; infrastructure, staff training, and educational technology; problems in distance education, research on distance education; and attainment of regional cooperation in Asia. Information on the University of Science Malaysia and the opening and closing sessions of the symposium are included. (Author/SW)

ED 211 002

HE 014 620

Reid-Smith, Edward R.

A Regional Scheme for Distance Education in Asia.

Pub Date-May 81

Note-10p.; Paper presented at the Regional Symposium on Distance Teaching in Asia (Penang, Malaysia, May 4-7, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accreditation (Institutions), College Programs, Continuing Education, *Educational Development, Educational Finance, *Extension Education, *Foreign Countries, General Education, Higher Education, Intercollegiate Cooperation, Language of Instruction, *Regional Cooperation, Vocational Education

Identifiers-*Asia, *Distance Education

The possibility of using the distance mode of education in Asia is considered. There are many national systems of education in Asia, though many of them derive from British or American models. Language of instruction presents a problem for international access, and in some countries the various levels of education may use different languages. Some international languages such as Chinese and English may assist educational mobility between countries. Potential use of the distance mode as a solution to various international problems is discussed in relation to vocational, general, and continuing education. Suggestions for facilitating a regional scheme of cooperation within Asia are offered that deal with matters of organization, accreditation and validation, finance, and language. Possible models include transfer of credits, joint awards, and cooperative specialized production of subject packages. It is suggested that an international body such as the United Nations Education, Scientific, and Cultural Organization (UNESCO) would be the appropriate organizer of a regional scheme on behalf of Asian nations. It is noted that any scheme will have to consider six points: production of packaged learning resources, copyright and translation of packages, feedback between tutor and student, accreditation and validation, transfer of credits, and joint awards. It is suggested that distance education is a valid method of learning, and cooperation should ensure that the best learning facilities in Asia are available to each student. Most objections will likely be due to difficulties in the administration of cooperative schemes, and considerable planning would have to precede the operation of a regional cooperative scheme for distance education. (Author/SW)

ED 211 003 HE 014 621

Michael, Robert O. Barbe, Richard H.

The Practice-Theory-Practice Model: The Establishment of the Theoretical Bases of a Case Study.

Pub Date-29 Oct 81

Note-17p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Case Studies, Change Strategies, *College Administration, College Environment, *College Planning, Decision Making, *Educational Change, Educational History, Educational Practices, Educational Trends, Higher Education, *Institutional Research, Models, *Organizational Theories, Policy Formation, Trend Analysis

The Practice-Theory-Practice Model (PTPM), a method designed to infuse theoretical perspectives into case study materials and to serve as a guide for examining chance processes in institutions of higher education, is described. The PTPM considers the historical and experiential environment that acts upon an institution, its practices and its actors. The model shows the historical-experiential perspective to be an examination of the forces acting to reinforce and maintain a particular practice. Normative and systemic knowledge are seen as flowing from a study of this practice and comprise the major bodies of knowledge surrounding this current practice. The PTPM also requires careful analysis of research decisions and planning-based decisions made as they pertain to the practice. These knowledge and decision analyses produce the information necessary for the study of the interactions among the different types of knowledge, and between the actors and the knowledge from a practice. The PTPM establishes the valuation process as the mediation point for these actions. Thus the PTPM provides a method not only for studying the components of an institutional change, but also for analyzing the component interactions that lead to reinforced or altered practice. The application of the practice-theory-practice model as a guide for the study of institutional change can be either reconstructive or predictive. The PTPM provides a theoretical outline of the institutional change process and also gives an enriched method for studying such changes. A bibliography is appended. (SW)

ED 211 004 HE 014 622

Gallagher, Charles Merner, Ronald

British Columbia Enrolment and Degree Performance in the Canadian Context: A Widening Gap.

Victoria Univ. (British Columbia).
Spons Agency-Universities Council of British Columbia, Vancouver.
Pub Date- 81
Note-38p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bachelors Degrees, College Students, College Transfer Students, Comparative Analysis, *Degrees (Academic), Differences, *Enrollment Trends, Foreign Countries, Full Time Students, Geographic Distribution, *Higher Education, Part Time Students, Population Trends, Professional Education, *Regional Characteristics
Identifiers-*British Columbia

British Columbia's (B.C.) performance in college and university education as measured by per-capita degree and enrollment rates for 1961 to 1980 is examined. The rates are obtained by dividing degree and enrollment counts by the numbers in the 18-24 year age group. Comparisons of the B.C. rates are made with the provinces and the national average. Between 1977 and 1981, B.C., in comparison to other Canadian jurisdictions, granted the lowest number of bachelor's and first-professional degrees. At the same time, B.C.'s share of Canada's youth population has been increasing while its share of degrees has been decreasing. Among the 10 provinces, B.C. ranked ninth in granting professional degrees. B.C.'s rank in degree-granting per capita among the 10 provinces by field of study from 1961 through 1979 is indicated, and per capita degree output in B.C. and the other provinces for the major professional fields of study is graphically represented. The shift in provincial rank and degree shortfall is shown when the migrant adjustment is applied to the per capita rates. There is only a marginal improvement in B.C.'s position. The enrollment rate comparison shows the same general results as the degree comparison: the odds of being enrolled are lower in B.C. than for Canada and for each of the regions. For the rest of Canada there are 13 full-time university students for 10 in B.C. on a per capita basis. Data are presented on part-time university enrollment, university transfer enrollment, undergraduate and graduate enrollments, and career-technical enrollments. In addition, geographic differences in enrollment rates within B.C. are examined. (SW)

ED 211 005 HE 014 623

Slavin, Gerald M., Ed. Colahan, Clark A., Ed.
New Mexico Univ., Albuquerque. Office of International Programs and Services.
Pub Date-May 81
Note-31p.
Available from-Office of International Programs and Services, 1717 Roma N.E., University of New Mexico, Albuquerque, NM 87131.
Journal Cit-Occasional Papers Series in International Education; v1 n1 May 1981
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Programs, *Cross Cultural Training, Foreign Nationals, *Foreign Students, Higher Education, *International Education, *Minicourses, Noncredit Courses, Program Administration, Program Development, School Business Relationship, *Study Abroad, *Undergraduate Study
Identifiers-Overseas Campuses

Perspectives concerning the overall process of providing international education are considered in three articles. In The Development of an International Commitment: A Case Study,'' Earl L. Backman describes the successful implementation of an international program at the University of North Carolina, Charlotte. The Program for International Studies, after five years of planning, was designed to develop an academic concentration for undergraduates, sponsor programs designed to heighten awareness on campus, and respond to the needs of the business community. Major developments, program funding, and strengths and weaknesses of the approach are considered. In The Short Course for Overseas Participants: A Growing Educational Option,'' Judith A. Horowitz examines cross-cultural training programs, which offer foreign students and visitors to the United States intensive study for a shorter period than a traditional degree course. These short courses are conducted at a variety of U.S. locations, ranging from corporate headquarters to federal training centers, but especially at colleges and universities. The nondegree courses are designed to impart a particular skill or way of thinking or to expose the participants to a particular set of experiences or a new technology. Program administration is also addressed. In Assessing the Contributions of Overseas Institutional American College Systems,'' Herbert Maza describes the role of semi-independent centers that offer studies abroad, and which allow colleges and universities to send students overseas for specialized studies, without the need to establish their own overseas program centers. (SW)

ED 211 006 HE 014 625

Gorman, Brian

Finding Lost Alumni: Tracing Methods Used by 19 Institutions.

Council for Advancement and Support of Education, Washington, D.C.; Syracuse Univ., N.Y. Development Office.

Pub Date-81

Note-44p.

Available from-CASE Publications Order Department, Box 298, Alexandria, VA 22134 ($9.00 prepaid).

Pub Type- Reports - Descriptive (141) - Historical Materials (060) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alumni, Alumni Associations, *College Graduates, Data Collection, Geographic Distribution, Graduate Surveys, Higher Education, Population Distribution, *Recordkeeping, Research Methodology, School Surveys, *Student Records, Universities

Techniques used by large and small institutions to trace and keep track of alumni are outlined, based on data from a national survey. Additionally, two articles on recordkeeping are presented. For 19 of the 27 institutions surveyed, information is provided on: institutional data regarding alumni population, staff assigned to tracing lost alumni, tracing processes, reinitiating contact with found alumni, and preventive measures. The institutions were asked whether they had used outside agencies to help trace alumni, what factors affected this decision, and their experiences with such agencies, which take the form of tracer companies and alumni directory publishing firms. Overall, the experiences of institutions that have used outside agencies were not encouraging. Among the factors affecting the process of locating lost alumni are the following: historical accuracy of records, data collected on alumni, demographic distribution of alumni, definition of an alumnus, nature of alumnus's degree, and institutional prestige. Sample tracing cards and questionnaires are appended, along with the following articles: ``The Great Alumni Trace: Out of the Files and into the Computer,'' (Joyce Baggerly); and ``'Lost' Donors: 90 Percent May Be Recoverable,'' (Fund-Raising Institute). (SW)

ED 211 007 HE 014 626

Douglas, Joel M., Ed.

Confidentiality and Due Process, Yeshivawatch,'' NLRB v. Yeshiva University: An Updated Bibliography, 1981 Strike Scene.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date-81

Note-9p.

Available from-National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.

Journal Cit-Newsletter, v9 n4 p1-7 Sep-Oct 1981

Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, College Administration, *College Faculty, *Confidentiality, *Court Litigation, Decision Making, Disclosure, *Due Process, Employment Practices, Employment Problems, Ethics, Faculty College Relationship, Governance, Higher Education, Personnel Policy, Social Change, *Teacher Strikes, Unions

Identifiers-Dinnan (James A), National Labor Relations Board v Yeshiva Univ

In four sections, this newsletter issue presents: (1) a view of the problem of confidentiality and due process in relation to the Dinnan case; (2) a report of events occurring at colleges that are related to the Yeshiva University decision; (3) updates to June 1981 bibliographic citations concerning the Yeshiva University decision; and (4) a summary of events pertaining to strikes in higher education in the 1981-82 academic year. In Confidentiality and Due Process,'' Aaron Levenstein discusses his disagreement with the positions of Professor James A. Dinnan, of the University of Georgia, who refused to reveal to a federal court how he voted on the reappointment of a colleague, who alleged she was a victim of sex discrimination. Areas of disagreement pertain to Dinnan's belief that if the Personnel and Budget Committees' behavior were public they could act differently, his failure to recognize social changes, and his view that confidentiality should protect the decision-maker. Levenstein asserts that secrecy of decision-making is incompatible with due process and violates good management. In Yeshivawatch,'' events occurring at nine colleges that are related to the Yeshiva University decisions are identified. An updated version of Bibliography No. 8-9 on Collective Bargaining in Higher Education,'' which pertains to the Yeshiva University decision, is presented in Yeshiva Bibliography.'' In 1981 Strike Scene,'' only four strikes were identified for the fall 1981 semester. Of the four impasses classified as work stoppages, none could be directly attributed to the Yeshiva University decision, although one private institution, Wagner College, did strike in April, 1981 over a series of Yeshiva-related issues. (SW)

ED 211 008 HE 014 628

Scheuermann, Tom

Residence Halls Unit Agreements: A Process for Developing Social Contracts and Moving Beyond Rules and Regulations.

Pub Date-Jul 81
Note-34p.; Paper presented at the Annual Meeting of the Mid-Atlantic Association of College and University Housing Officers (1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Standards, College Environment, College Housing, College Students, *Contracts, *Dormitories, Group Experience, Higher Education, *On Campus Students, *Resident Assistants, Student Behavior, Student College Relationship, Student Participation, *Student Responsibility, Student Role

Guidelines for establishing and implementing residence hall unit agreements with college students are presented, based on the experience of the University of Maryland, College Park. These agreements or social contracts are drawn up by a floor/unit of residents and are put in writing to define for that unit the acceptable range of behavior in a number of different categories. Details of the agreement are worked out by the floor residents through consensus, with support by the resident assistant and community staff. The agreement allows for: student

assumption of responsibility in determining guidelines for living on their floor (e.g., quiet hours, parties, guests, cleanup); residents' discussion of desirable as well as undesirable behavior; and the role of resident assistants to be facilitators rather than rule enforcers. Six steps involved in staff training and preparation for carrying out unit agreements are outlined, and details of pre-agreement, agreement, and post-agreement activities are covered. The pre-agreement stage, which establishes the groundwork for the actual agreement negotiation, is considered in relation to specific activities as well as the ideas and materials that would be presented prior to the agreement negotiation. The agreement stage involves discussing and filling in agreement worksheets and the negotiation process, which will take place in three steps. In the post-agreement stage, provisions to renegotiate and amend the agreement are established. A letter to introduce the student to the concept of the unit agreement, worksheets, and a sample unit agreement are appended. (SW)

ED 211 009 HE 014 632

Tonkin, Humphrey Edwards, Jane

The World in the Curriculum: Curricular Strategies for the 21st Century. Education and the World View, II.

Council on Learning, New Rochelle, N.Y.

Spons Agency-Department of Education, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; Mertz-Gilmore (Joyce) Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Report No.-ISBN-0-915390-28-0

Pub Date-Apr 81

Note-265p.

Available from-Change Magazine Press, 271 North Avenue, New Rochelle, NY 10801 ($6.95).

Pub Type- Books (010) - Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*College Curriculum, College Environment, College Programs, College Role, College Second Language Programs, *Curriculum Development, Departments, *Educational Change, Educational Objectives, Foreign Students, *Global Approach, Higher Education, *International Education, International Educational Exchange, Majors (Students), Program Costs, Study Abroad, Two Year Colleges, *Undergraduate Study, Universities

Recommendations for strengthening the international perspective of the undergraduate curriculum at colleges and universities are offered, and reasons for internationalizing the curriculum are considered, based on changes throughout the world and America's role in it. Attention is focused on the reform of existing programs and the introduction of new ones to increase the attention given to the international aspects of education and their centrality in the undergraduate curriculum. In addition, consideration is given to the people involved in the programs, the way that the undergraduate environment can be made more global and international, and the way that undergraduate programs and the international facilities of the institution in general can better relate to the public at all levels. The following types of American higher education institutions or arrangements are examined: the university, comprehensive institutions, the liberal arts college, community and junior colleges, professional schools, continuing education, consortia, and cooperation between school and college. Among the possible approaches for strengthening the international perspective are evaluating the traditional disciplinary major or departmental structure, broadening major offerings, internationalizing existing major programs, integrating an international dimension throughout the curriculum, integrating views of scholars of other nationalities in academic programs, and establishing institutions specifically designed to provide training in international studies. Attention also is directed to the importance of second language instruction, study abroad and international exchanges, financing international programs, and campus activities and resources. A bibliography and list of resource organizations are appended. (SW)

ED 211 010 HE 014 637

Speedie, Stuart M.
Enrollment Report on Graduate Degree Programs, Fall 1980.
American Association of Colleges of Pharmacy, Bethesda, Md.
Pub Date-May 81
Note-35p.
Available from-American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20014.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Doctoral Degrees, *Enrollment Trends, Females, Foreign Students, Full Time Students, *Graduate Study, Higher Education, Majors (Students), Masters Degrees, Minority Groups, Part Time Students, *Pharmaceutical Education, Pharmacy, Place of Residence, *Professional Education, School Statistics, Student Financial Aid

Enrollment trends as of fall 1980 in graduate degree programs in pharmacy are examined. Information is presented on full- and part-time students, women and minority enrollments, financial support programs provided to graduate students in 1980-81, enrollments by discipline, and enrollments by schools. The trend since 1978 in graduate education in pharmacy has been one of enlarging doctoral programs; doctoral students now comprise 46 percent of the total graduate student population. Most of the growth since 1978 can be accounted for by increases in the number of full-time and part-time Ph.D. students. A large proportion of this increase has been due to the increase in the number of women enrolled in doctoral programs. Enrollments in M.S. programs has been falling off since 1978, and the largest decrease has been in part-time M.S. students. The enrollments for minority students has remained essentially the same, and as a consequence, there has been a slight percentage decrease. It is possible that the increase in doctoral program enrollment may be related to the increase in financial support, since the availability of stipends would seem to make doctoral studies more attractive. The number of students enrolled in full-time graduate study has increased from 1,850 in 1978 to 2,028 in 1980. Women represent 30 percent of the full-time graduate student population, and the percentage of foreign students has remained constant at 29 percent for the last three years. A list of colleges by state is appended that indicates the professional degrees awarded. (SW)

ED 211 011 HE 014 638

Speedie, Stuart M.

Enrollment Report on Professional Degree Programs in Pharmacy, Fall 1980.

American Association of Colleges of Pharmacy, Bethesda, Md.

Pub Date- 81

Note-36p.

Available from-American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20014.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indians, Black Students, *Doctoral Degrees, *Enrollment Trends, Females, Foreign Students, Full Time Students, *Graduate Study, Higher Education, In State Students, Minority Groups, Out of State Students, Part Time Students, *Pharmaceutical Education, Pharmacy, *Professional Education

Enrollment trends in professional degree programs in pharmacy as of fall 1980 are examined. Information is presented on: full-time and part-time enrollments in the final three years in professional degree programs; enrollments in other than the final three years of the curriculum; full-time enrollments of students studying for the Pharm.D. as their first professional degree; enrollments of students already holding a Bachelor of Science (B.S.) degree in pharmacy; previous pharmacy degree characteristics of Pharm.D. students; minority full-time enrollment; full-time minority enrollments by class at predominantly minority and predominantly nonminority colleges; enrollments in Pharm.D. Programs of minority students already holding a B.S. degree in pharmacy; special student enrollments; geographic origin of students; enrollments of American full-time students in each state by state of residence;

country of origin of foreign full-time students; and enrollments by National Association of Boards of Pharmacy/American Association of Colleges of Pharmacy districts. It is noted that although the predominant trend in enrollments in professional degree programs has been one of decline, the proportion of female students has continued to increase and will probably reach 50 percent in the relatively near future. The percentage of underrepresented minorities also has increased continually, in spite of a leveling off in the number of black students and American Indians enrolled. The in-state/out-of-state mix in public and private schools has changed for the first time in several years, with an increase in the number of out-of-state enrollees. (SW)

ED 211 012 HE 014 640

Solander, Lars

Faculty Salaries, 1980/81. Annual Survey of Faculty Salaries.

American Association of Colleges of Pharmacy, Bethesda, Md.
Pub Date- 81
Note-14p.
Available from-American Association of Colleges of Pharmacy, 4630 Montgomery Avenue, Suite 201, Bethesda, MD 20014.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Rank (Professional), *College Faculty, Comparative Analysis, *Deans, Higher Education, Income, *Pharmaceutical Education, Pharmacy, Professors, *Teacher Salaries, Trend Analysis

Salary data for 1980-81 for faculty and deans of all colleges of pharmacy with accredited programs are presented. Statistics for faculty remunerated on calendar (11 or 12 month appointments) and academic (9 or 10 month appointments) year basis are presented separately. In addition to summary tables for the ranks of professor, associate professor, and assistant professor, data are presented for deans, assistant/associate deans, and for faculty by teaching discipline, rank, and appointment basis. The graphic displays illustrate the distribution of salaries within each discipline. The graphic displays are scaled to present income, with the scale displayed on each presentation in thousands of dollars. Data include the mean salaries, the 25th, 50th, and 75th percentiles, and the range of salaries. Average salaries by years-in-rank groupings are provided, together with the 50th percentile values. Generally, faculty remunerated on calendar year appointments received greater average increases than their peers remunerated on an academic year basis. No faculty rank enjoyed average salary increases that matched inflation. The trend toward remunerating faculty on calendar appointments continues, with over 80 percent of faculty now on calendar year contracts. For calendar year appointments, professors' salaries increased 8.6 percent over last year; associate professors' salaries increased 8 percent; assistant professors' salaries increased 7.1 percent; and assistant/associate deans' salaries increased 9.7 percent. Deans' averaged salaries increased 7.4 percent over last year. While the salaries of professors on calendar year appointments averaged $38,782, that of the assistant professors averaged $24,645. (SW)

Mehrotra, Chandra M. N.

Independent Study Courses for Non-traditional Students.

Pub Date-Aug 81
Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, College Students, *Competency Based Education, *Course Organization, Extension Education, Feedback, Grading, Higher Education, *Independent Study, Mastery Tests, *Nontraditional Education, Nontraditional Students, Pacing
Identifiers-*College of Saint Scholastica MN, *Distance Education

The Guided Independent Study Program, an individually paced, master-oriented teaching method for serving undergraduate and graduate nontraditional students at the College of St. Scholastica, Minnesota, is described. A number of independent study courses in psychology, gerontology, and education have been offered to students who cannot come to the campus to attend regular class meetings. The approach is based on psychology of learning and individual differences. The course materials are divided into 10 to 12 relatively small units of study called instructional projects. The information provided for each instructional project includes: a descriptive title, purpose, behavioral objectives, evaluative criteria, learning resources, and competency exercises. Competency exercises provide immediate feedback regarding their progress. After completing half of the course, students take a retention test before beginning the work on the second. The course grade is based on the competency exercises, assignments, and retention tests, which are administered by the student's supervisor or other representative. Students maintain contact with the instructor through phone calls and letters. The program has been found to be a viable mode of meeting educational needs of teachers, service providers, and other nontraditional students. This approach is appropriate for courses in which the material to be learned is structured in a definite hierarchy with well-defined objectives, is largely available from written materials, and is amenable to individual learning. Its features of self-pacing, mastery learning, and immediate feedback make it especially attractive to nontraditional students. (Author/GW)

ED 211 014 HE 014 648

Smith, Laurence N. And Others

Mobilizing the Campus for Retention: An Innovative Quality of Life Model.

American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.

Pub Date-81

Note-106p.

Available from-The ACT National Center for the Advancement of Educational Practices, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-College Administration, *Educational Quality, Higher Education, *Improvement Programs, Institutional Characteristics, *Institutional Evaluation, *Organizational Development, *Quality Control, Retrenchment, *School Holding Power

Identifiers-*Institutional Vitality

The major challenge confronting higher education today, how to maintain and enhance quality in a time of increasingly scarce resources, is examined. Discussed are the characteristics of the successful change process, the need for open communication, motivation of volunteers, key start up activities, and the importance of follow-through. Chapters include: mobilizing for campus retention: the context; a campus health check: 11 vital signs; key principles for mobilizing campus action; creating energy and direction through futuring; a systematic process model for campus retention; implementation issues and obstacles; and vital signs and indicators of retention. It is suggested that to assure optimum effectiveness, organizational development should follow two principles: (1) the planned change should encompass activities that cut across various segments of the institution, and (2) organizational development activities must marshal the collective resources and energy of the faculty, administration and staff of the institution. A bibliography and index are provided. (LC)

ED 211 015 HE 014 676

Mickler, J. Ernest

Collegiate Enrollments in the U.S., 1980-81: Statistics, Interpretations, and Trends. Combined 4-Year Institutions and 2-Year Institutions Edition.

American Coll. Testing Program, Iowa City, Iowa.
Report No.-ACT-SR-30
Pub Date-81
Note-136p.
Available from-ACT Publications, P.O. Box 168, Iowa City, IA 52243 ($2.00).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Church Related Colleges, *College Students, Community Colleges, *Enrollment Trends, Females, Full Time Students, Graduate Students, Higher Education, National Surveys, Part Time Students, Private Colleges, *Proprietary Schools, School Surveys, State Colleges, Technical Institutes, Trend Analysis, *Two Year Colleges, Undergraduate Students, *Universities

Data on 1980-81 enrollments in U.S. four-year and two-year higher education institutions are presented and interpreted. Data from 1,818 four-year institutions in the United States, Puerto Rico, and the U.S. Territories indicated a total enrollment for fall 1980 of over 7 million, of which over 5 million were full-time and slightly over 2 million were part-time. Women students comprised 49.9 percent of the population in the four-year schools. Data from 1,083 two-year colleges and proprietary schools indicated a total enrollment for fall 1980 of slightly over 4 million, of which approximately 1.5 million were full-time and about 2.5 million were part-time. Women students comprised 53.5 percent of the population in the two-year schools. Enrollments in four-year institutions increased by 3.6 percent, and full-time enrollments also increased by 3.6 percent. Almost one-fourth of the students enrolled in four-year institutions attend a school or college that is part of a statewide system. Additional findings include the following: unitary systems registered a 6.1 percent increase in full-time enrollments; public complex universities' full-time enrollments increased by 2.4 percent; private-complex universities' full-time enrollments increased by 2.6 percent; multipurpose institutions' full-time enrollments increased by 4 percent; public two-year institutions' enrollments increased by 7.8 percent; independent private two-year colleges, church affiliated, and proprietary schools' combined enrollments increased by 5.7 percent; junior colleges' enrollment increased by 8 percent; community colleges' enrollment increased by 7.8 percent; full-time entering freshmen enrollments increased; collegiate enrollment of veterans and related student groups declined by 11.3 percent; and graduate school enrollments increased by 2.5 percent. (SW)

ED 211 016 HE 014 677

Geographic Origins of Students, Fall 1979.
State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Report No.-SUNY-R-2-81
Pub Date-Nov 81
Note-387p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC16 Plus Postage.
Descriptors-College Students, Feeder Patterns, *Geographic Distribution, Higher Education, In State Students, Out of State Students, Place of Residence, *Residential Patterns, *School Demography, School Statistics, State Colleges, State Surveys, *State Universities, Student Mobility
Identifiers-*State University of New York

The results of the annual survey of the geographic origins, or permanent residences, of students attending institutions of the State University of New York (SUNY) during the fall 1979 term are presented. The report includes all credit course students and all institutions of the SUNY system. Student data elements include student level, student load, and permanent residence. Institutional data elements contain institutional location (for state-operated/funded institutions, the county of location; and for community colleges, the sponsorship area). Part I (tables 1 through 3) contains summary data for the complete state university system. Part II (tables 4 through 76) contains tables for each institution, which display the institution's enrollment by student level, load, and permanent residence. In addition, Part II contains summary tables for institutional types. Part III (tables 77 through 139) contains separate tables for each county and a table listing the permanent residences of students from outside of New York State. Part IV (table 140) contains a trend table for 1959 through 1979. Data are provided by individual institution and institutional type regarding the percent of full-time students who come from the institution's area of location, from New York State but outside the area of location, from the United States but outside of New York, and from a foreign country. A map of SUNY institutions and a chronology of their dates of establishment are included. Part VI contains a publications list. (Author/LC)

ED 211 017 HE 014 678

Sussman, Herbert And Others

The Future Is Partnership.

American Association of State Colleges and Universities, Washington, D.C. Urban College and University Network.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Nov 81
Note-8p.
Available from-American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.
Journal Cit-Connections; v3 n5 Nov 1981
Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Articulation (Education), College Students, Community Colleges, Cooperative Programs, *Futures (of Society), Higher Education, *Intercollegiate Cooperation, Noncredit Courses, Nontraditional Education, Nontraditional Students, *School Community Relationship, *Shared Facilities, Social Change, State Colleges, Student Needs, Student Recruitment, *Urban Universities

Future considerations regarding new student clientele and cooperative arrangements among urban universities as they confront societal change are considered by six campus chief executives. Herbert M. Sussman mentions the San Francisco Community College District's noncredit program, which has a separate delivery system, and suggests that the future will require colleges to allow people to move in and out of the system as they mix work and retirement with education and training. James F. Gollattscheck proposes that partnerships between universities and community colleges must be built on mutual respect and a firm contract, and should help overcome stereotypes (e.g., the community college is where unprepared students go). Donald J. MacIntyre describes the arrangement between three institutions that exist on the same campus: the University of Colorado at Denver, which emphasizes graduate and professional education in several fields; the Community College of Denver, which emphasizes occupational and vocational education and transfer programs, and Metropolitan State, a four-year school that confers baccalaureate degrees. Alexander F. Schilt notes the importance of eliciting cooperation among private and public institutions, the corporate sector, and government. Dorothy Ann Kelly suggests that colleges and universities can and ought to continue to reach out to new audiences, and comments on the efforts of the College of New Rochelle in New York City. Arnold B. Grobman proposes that cooperative arrangements between an urban public university and the educational, cultural, and governmental institutions of the metropolitan region are possible because of the proximity of the cooperating participants. (SW)

ED 211 018 HE 014 679

Ryan, Cathryn

Annual Survey of Student Fees, 1981-82, Part I.

American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.
Report No.-ISBN-0-88044-057-0
Pub Date-Nov 81
Note-28p.
Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Students, Comparative Analysis, Economic Factors, *Fees, Financial Problems, Geographic Regions, Graduate Students, Higher Education, *In State Students, Land Grant Universities, *Out of State Students, Private Colleges, School Surveys, *State Colleges, State Universities, *Student Costs, Trend Analysis, *Tuition, Undergraduate Students
Identifiers-United States (East), United States (North), United States (South), United States (West)

Student charges for 1980-81 at member institutions of the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges were surveyed. A response rate of 87 percent (299 institutions) was obtained. Data are presented on resident and nonresident tuition and fees, average charges, ranges of fees, charges for undergraduate and graduate students, regional comparisons, two-year comparisons, and 10-year trends in student charges. The average tuition bill for a year's attendance at one of the nation's public four-year comprehensive colleges had increased 14.8 percent, from $712 in 1980-81 to $818 in 1981-82, an increase of 12.6 percent. The percentage increase in total charges (tuition and fees and room and board) was similar for both undergraduate residents (11.3 percent) and nonresidents (11.2 percent). The average total charge for residents was $2,578, while it was $3,781 for nonresidents. The overall rise of student charges for 1981-82 was spurred by inflation and cutbacks in appropriations of state tax funds for operating costs of higher education. The western states as a group reported the highest percentage increase in state resident tuition and fees (18.7 percent), while the East continued its trend of having the highest average tuition and fees for both residents ($1106) and nonresidents ($2402). Information is presented on states with the highest undergraduate tuition and fees and with the highest percent increase. Average graduate tuition and fees and charges by region are examined. Undergraduate and graduate student charges for residents and nonresidents are presented by state and institution, and a sample questionnaire is appended. (SW)

ED 211 019 HE 014 680

Bell, David P.,

A National Study of Upper-Level Institutions. AASCU Studies, 1981/2.

American Association of State Colleges and Universities, Washington, D.C.

Report No.-ISBN-0-88044-053-9

Pub Date-Sep 81

Note-34p.

Available from-American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Education, Adult Students, *Articulation (Education), College Planning, College Programs, *College Role, Educational Philosophy, Educational Trends, Enrollment Trends, Higher Education, *Intercollegiate Cooperation, National Surveys, Nontraditional Students, School Surveys, Statewide Planning, Trend Analysis, *Upper Division Colleges

Identifiers-*Florida, Illinois, *Texas

The role and function of upper-level higher education institutions, their current health, and their future prospects are considered, based on a national study. Data were gathered on nearly all of the 25 upper-level institutions in the United States, and site visits were conducted at approximately half. These schools offer work at only the junior, senior, and possibly postgraduate levels. Attention was directed to the unique philosophical and operational considerations that guide these colleges; factors surrounding the creation, planning, and opening of the institutions; the nature of the relationships with nearby two-year colleges, particularly regarding articulation of academic programs; the demographic composition of services; the academic mission and programmatic offerings of the upper-level institutions; and budgetary and financial considerations. Over half of the schools are in Texas and Florida, with Illinois being the only other state with more than one upper-level institution. In Texas, the upper-level idea was proposed as part of a unified state plan, while in Florida they were created individually, in response to the state need for additional institutions of higher education in the heavily populated urban areas of the state. With only a few exceptions, the upper-level institutions created in the 1960s and 1970s were designed to interface with pre-existing two-year institutions. Upper-level institutions have focused their resources and energy on meeting the special needs of nontraditional students: those who are older, employed, married, part-time, and place-bound. In addition these institutions have developed professionally-oriented curricula and well-developed placement offices. The need to articulate with other schools at both the lower division and doctoral levels is one of the more severe burdens faced by upper-level institutions. (SW)

ED 211 020 HE 014 696

Litaker, R. Gregory
Modeling with Microcomputers.
Pub Date-29 Oct 81
Note-6p.; Paper presented to the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (8th, Charlotte, NC, October 29-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Oriented Programs, Computer Programs, Higher Education, *Institutional Research, Management Information Systems, *Mathematical Models, *Microcomputers, Models
Identifiers-VISICALC Program

The applications of a recently developed computer program for microcomputers in developing models in an institutional research environment are considered. The VISICALC program requires no user programming skills, is available for all major brands of microcomputers, and provides for easy exchange of information between users of different computing equipment. Computer modeling consists of the analysis of conditions or situations with the purpose of defining the essential elements, their interrelationships, and methods by which to relate the elements mathematically. After the relationships are established, various elements of the model can be manipulated to observe the changing outcomes. An example of modeling might be to develop a system that will provide tuition revenue estimates. By establishing a model of how tuition income is generated, one can observe the impact of changes in the variables that determine tuition income. The variables that control tuition income would be defined (e.g., full-time/part-time student mix, tuition rates, and college and school enrollments). Using the microcomputer, one can change the undergraduate enrollment figure and see its impact on expected income from tuition. VISICALC can take a problem that an individual would manipulate in a column-and-row format and transform it into a worksheet of up to 63 rows and 254 columns. Creating models involves typing headings and columns and entering formuli. VISICALC performs all arithmetic and transcendental functions and has a number of special functions. Background information concerning the origin of microcomputers is noted. (SW)

ED 211 021 HE 014 697

Kayla, Carol A. And Others

Student Evaluation of Graduate Programs in Selected Southern Universities.

West Virginia Univ., Morgantown. Office of Institutional Research.

Pub Date-Oct 81

Note-16p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alumni, Curriculum Evaluation, Departments, *Evaluation Methods, Graduate Students, *Graduate Study, *Graduate Surveys, Higher Education, Institutional Research, Participant Satisfaction, *Program Evaluation, Questionnaires, School Surveys, Student Attitudes, Student Evaluation of Teacher Performance, *Student Reaction

Identifiers-Exit Interviews, *United States (South)

Current procedures for student evaluation of graduate programs are examined, based on three studies, and a valid measure for collecting graduate student evaluations is proposed. Study one surveyed 23 southern universities to determine the number and type of evaluations conducted. Only seven (30 percent) of the institutions conduct graduate student exit surveys or alumni surveys. Survey results are used for different purposes in each institution, including program review, self-study/accreditation, and information for the Graduate Assembly. The second study surveyed 69 graduate departments at West Virginia University. Some type of formal survey and/or interview to evaluate graduate programs is conducted by 41 departments of the university, 39 (48 percent) indicated that they do not conduct any formal type of graduate evaluation. Survey results are used for degree program and curriculum review, for department review, and self-study. A few departments use the results for faculty review. In the third study, the Graduate Student Program Evaluation test was constructed and tested. Factor analysis reduced the test to 32 items with high internal reliability. The instrument was tested with 99 graduating master's and doctoral students. The results suggest that graduate students' evaluations of their programs are unidimensional in nature, indicating that all areas of the program are considered an integral part of the whole experience. The survey instrument is appended. (SW)

Marks, Joseph L.
Statewide Assessment of Unmet Student Financial Need.
Governor's Committee on Postsecondary Education, Atlanta, Ga.
Pub Date-29 Oct 81
Note-36p.; Paper presented to the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981). Some charts may not reproduce clearly because of faint print.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Age Differences, Educational Assessment, Family Income, Federal Aid, *Financial Aid Applicants, Financial Needs, Full Time Students, Higher Education, In State Students, Institutional Research, *Need Analysis (Student Financial Aid), Part Time Students, Racial Differences, *Resource Allocation, Sex Differences, State Surveys, *Student Costs, *Student Financial Aid, Undergraduate Students
Identifiers-*Georgia

The extent to which there may be financial barriers to postsecondary attendance in Georgia was assessed. Attention was limited to in-state undergraduate students who applied for aid during the 1979-80 academic year on the basis of need and who received some form of aid. The findings are based on a sample of over 4,600 randomly selected student financial aid records (10 percent) from 129 institutions. Unmet financial need was calculated using the College Scholarship Service's uniform methodology. On the average, the financial aid available was inadequate to cover the estimated expenses of the students, with an average unmet need of $406 per student. The total array of financial aid programs was also found to be highly vulnerable to changes in federal financial aid policies in that 73 percent of all financial aid received by students in the sample was from federal sources. There appeared to be a maldistribution of student financial aid: aid was not, in many cases, going to the most needy. With one minor exception, recipients in every type of institution had unmet need. However, the level of unmet need was much greater in some sectors than in others. Furthermore, recipients with student/family incomes over $18,000 had, on the average, overmet need while recipients from lower income families had unmet financial need. In addition, blacks had noticeably higher unmet need than did whites, and part-time recipients had much higher unmet need than did full-time recipients. Recipients over 24 years old and women had higher unmet need than did younger and male recipients, respectively. A sample questionnaire is appended. (Author/SW)

ED 211 023 HE 014 701

Mann, Ronald A. Walker, J. Kenneth

Attrition, Retention, and Transfer within the Kentucky System of Public Higher Education.

Pub Date-Oct 81

Note-19p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Aptitude, Academic Persistence, *College Freshmen, *College Transfer Students, Community Colleges, Commuter Colleges, *Enrollment Trends, Full Time Students, Higher Education, Institutional Research, Part Time Students, Predictive Measurement, Predictor Variables, Residential Colleges, *School Holding Power, School Surveys, *State Colleges, State Surveys, *Student Attrition, Student Characteristics

Identifiers-*Kentucky

Results of a recent study of attrition, retention, and transfer within the system of public higher education in Kentucky are summarized. Attrition, retention, and transfer rates are presented by class level and institution for 1979-80. For first-time full-time freshmen, the university system had an attrition rate of 27.9 percent, ranging from 20.6 percent to 43.9 percent. First-time part-time freshmen had an attrition rate of 64 percent in the university system, ranging from 58 percent to 74 percent. There was a high correlation between the attrition rate of first-time full-time freshmen at a university and its average composite score on the American College Testing (ACT) Program test. A single variate linear regression model relating attrition rate to ACT composite score accounts for 85.2 percent of the variation in attrition among the universities. Adding a qualitative variable to the model to indicate whether a university is primarily residential or commuter produces a new model that accounts for 96.1 percent of the variation in attrition among the universities. Attrition and transfer rates as a function of sex, race, and major are presented, along with plans to extend this project into a longitudinal study that will determine the stability of the rates, the reentry rate of students withdrawing from the system, the persistence rate of each year's cohort, and the average time for program completion. The system consists of eight universities and 13 community colleges. (Author/SW)

ED 211 024 HE 014 703

Kiehle, Fred E., III

The Use of State-Level Goals as the Basis for Assessing Postsecondary Education Performance.

Governor's Committee on Postsecondary Education, Atlanta, Ga.

Pub Date-Oct 81

Note-18p.; Paper presented to the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, *Accountability, Advisory Committees, College Role, *Educational Assessment, *Educational Objectives, *Educational Quality, *Evaluation Criteria, *Higher Education, Needs Assessment, State Agencies, State Surveys, Student Development, Student Needs

Identifiers-*Georgia

The role of state-level goals in providing a framework for assessing the performance of postsecondary education in Georgia is considered. The effort of the Governor's Committee on Postsecondary Education in developing goals and indicators of goal achievement and in analyzing performance is described. The Committee developed a set of goals and objectives, and the reactions of government employees, school and college staff, business and industry representatives, members of occupational and professional associations, and citizens were elicited through survey responses and public hearings. Tentative identification of indicators of how well an objective was achieved was undertaken by five task forces consisting of representatives from the various sectors. From the suggestions, the Committee developed a list of 116 indicators for statewide review. Further refinement was achieved and eight goals were established in the areas of individual development, diversity and accessibility, responsiveness, excellence, effectiveness and efficiency, and public awareness. These were accompanied by 30 objectives and 96 indicators. The strengths of the process pertain to its comprehensiveness and relative objectivity. Additionally, the interrelatedness of various goals, objectives, and indicators can be more easily recognized and considered when assessment activities are based on a comprehensive goals statement. Weaknesses of the approach include the size of the task of making such an assessment and inadequate information to assess certain goals and objectives. Overall, the process is more effective at identifying problems than with coming up with detailed solutions. However, the objective identification of problem areas is a contribution to the problem-solving process. (SW)

Hurley, Rodney G. And Others
Female Faculty Salary Equity Study: University of Maryland, College Park.
Maryland Univ., College Park. Office of Institutional Studies.
Pub Date-29 Oct 81
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Departments, Doctoral Degrees, Employment Practices, Females, Full Time Faculty, Higher Education, Institutional Research, *Males, Professors, *Salary Wage Differentials, *Sex Differences, *Teacher Salaries, *Women Faculty
Identifiers-*University of Maryland College Park

Salary differences between full-time male and female faculty members who hold a doctoral degree were studied at the University of Maryland, College Park, in 1979. The full-time instructional and research faculty having the rank of professor, associate professor, or assistant professor who possess a doctoral degree totaled 1,199 (1,010 males and 189 females). Variables that were identified as most relevant for a salary sex equity study, and for which data were available, are as follows: years since degree; years since degree squared (to account for the nonlinear nature of salary growth over a career), salary, rank, and academic unit (a grouping variable representing 11 academic organizational clusters). It was found that for the campus in the aggregate, when taking year-since-doctoral degree and rank into consideration, on the average females are paid less than males. The best estimate of this difference is $105,554. This aggregate figure, however, is highly misleading because 83.4 percent of the deficit is located in two divisions (Human and Community Resources and Arts and Humanities) that employ 67.2 percent of the female faculty. The disparity between male and female salaries was greatest at the professor rank. The average salary deficit per female at this rank was $1,071, over twice the average amount at the associate and assistant ranks. Only 13.8 percent of the total female faculty were at this rank but they accounted for 26.4 percent of the total salary deficit. Additionally, female doctoral faculty are concentrated in disciplines having lower average salaries. As a result of the study, the college established committees to determine the comparability of individual female faculty members' salaries with those of similarly situated male faculty members, and the salaries of 68 women were increased. ([illegible])

ED 211 026 HE 014 707

Dean, Robert L.

State Educational Support, Student Enrollment, and Tuition Charges in Kentucky Public Higher Education, 1971-1980: A Decade of Changes.

Kentucky Council on Public Higher Education, Frankfort.
Pub Date-Jun 81
Note-57p.; Paper presented to the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, *Cost Indexes, Educational Finance, Educational History, *Enrollment Trends, Financial Support, Full Time Equivalency, Government Role, Government School Relationship, Higher Education, In State Students, School Surveys, State Agencies, *State Aid, *State Colleges, State Surveys, Statewide Planning, *Tuition
Identifiers-*Kentucky

State educational support, full-time-equivalent (FTE) enrollments, and tuition charges at the public colleges and universities in Kentucky from 1971 to 1980 were studied, using a comparative indexing technique. Financial data are presented in actual and indexed values, and are shown in both current and constant dollars. State educational support is adjusted by the Halstead Higher Education Price Index (HEPI) and examined over the period studied for all public institutions. Comparisons are made with each of these factors and the HEPI and Consumer Price Index (CPI). Educational support to public higher education in Kentucky increased at a pace faster than did enrollment or the HEPI. When examined on a per FTE basis, the increase is slightly less than the overall percent increase support; still educational support per FTE increased, during this 10 year period, by 38.4 percent more than did the HEPI. Total FTE enrollment in public institutions peaked in 1976-77 and has decreased slightly since that time. Some schools are experiencing significant gains, some are remaining relatively stable, while some are experiencing actual decreases in FTE enrollment. Resident undergraduate tuition is examined for four major institutional groups in Kentucky, and the charges for these institutional groups are considered relative to the HEPI and CPI. A brief history of changes in the state's higher education system over the 10-year period, and the role of the state's higher education coordinating agency, are examined, along with recommendations based on the study results. (Author/SW)

ED 211 027 HE 014 713

Dahl, Randall W.

The Implementation of Educational Plans of Kentucky High School Graduates: Selected Results from the Kentucky Longitudinal Study.

Pub Date-Oct 81

Note-19p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, NC, October 29-30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Academic Aspiration, *College Attendance, *College Bound Students, *College Choice, Comparative Analysis, *Enrollment Influences, Family Characteristics, Followup Studies, Higher Education, High School Graduates, Longitudinal Studies, *Noncollege Bound Students, State Surveys, *Student Characteristics

Identifiers-*Kentucky

Personal and academic background characteristics of 1980 Kentucky high school graduates and the influence of these factors on the graduates' educational plans in general, and the relationship between the students' college of choice and the actual institution in which they enrolled were studied. The analysis was based on data drawn from an initial survey and first followup survey of the Kentucky Longitudinal Study. In general, the first followup survey results indicate that the vast majority of 1980 Kentucky high school graduates followed through on their general post-high school plans. Eighty percent of the 1980 graduates who planned to enroll in postsecondary educational institution actually enrolled, while 20 percent of the graduates with noneducation plans (employment) enrolled in some form of postsecondary education. Enrollments by type of institution are examined. College bound students who subsequently enrolled or did not enroll in postsecondary education differed significantly on all six academic background variables: the enrolled group was characterized by higher academic performance and abilities. The enrolled group had significantly higher family incomes, parental education levels, and personal educational aspirations than those who did not enroll, and also were more often from urban areas. Graduntes who implemented their specific educational plans by enrolling in their respective expected institutions had significantly higher academic performance in high school and self-ratings on school-related abilities than those who enrolled in institutions different than originally planned. The two groups also differed in personal background characteristics. A list of variables used in the initial survey is appended. (SW)

ED 211 028 HE 014 717

Hottinger, Gerald W.

Tuition and Required Fees and Room and Board Charges at Institutions of Higher Education in Pennsylvania, 1981-82.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date- 81
Note-21p.
Available from-Pennsylvania Department of Education, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Church Related Colleges, College Students, Community Colleges, Comparative Analysis, *Fees, Graduate Students, Higher Education, In State Students, *Noninstructional Student Costs, Out of State Students, Private Colleges, Professional Education, School Surveys, State Colleges, Trend Analysis, *Tuition, Undergraduate Students
Identifiers-*Pennsylvania

Data on tuition and required fees and room and board charges at Pennsylvania colleges and universities for 1981-82 are presented, along with comparative data for previous years. In general, the tuition and required fees doubled from the academic year 1972-73 to 1981-82. By category these increases ranged from a low of 82.7 percent at state-related commonwealth universities to a high of 128.5 percent at the private state-aided institutions. In many instances, tuition increases lagged behind the consumer price index by one or two years. From 1972-73 through 1981-82, combined room and board charges increased at a smaller rate than tuition and required fees. These increases ranged from 75.6 percent at the state-related commonwealth universities to 107.9 percent at the private state-aided institutions. The data are broken down by institutional type, in-state or out-of-state, and by level (undergraduate, graduate, and first-professional). Data for the specific institutions are also presented. (SW)

ED 211 029 HE 014 727

Pray, Francis C., Ed.

Handbook for Educational Fund Raising. A Guide to Successful Principles and Practices for Colleges, Universities, and Schools.

Spons Agency-Council for the Advancement and Support of Education, Washington, D.C.

Report No.-ISBN-0-87589-501-8

Pub Date-81

Note-442p.

Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($25.95).

Pub Type- Books (010) - Guides - Non-Classroom (055)

Document Not Available From EDRS.

Descriptors-Administrative Organization, Alumni, Attitudes, Budgeting, Case Studies, College Presidents, *Financial Support, *Fund Raising, *Grantsmanship, *Guidelines, Higher Education, Leadership, Philanthropic Foundations, Private Colleges, Public Relations, Resource Allocation, School Business Relationship, State Colleges, Success, Trustees, Volunteers

Identifiers-Audits, Corporate Support, Deferred Giving, *Donors, Northwestern University IL, Ohio State University, University of Michigan

Directed toward development officers, college presidents, school heads, trustees, and other administrative officers concerned with fund-raising, this book contains chapters by over 60 authors. It is appropriate for use in all institutions, offering practical guidelines and checklists, specific recommendations, and illustrative case examples. After an introductory chapter, the book is divided into the following sections: (1) Preparing for Success'' (prerequisites, assessment of donor attitudes and potential, case statements, etc.); (2) Designing Annual Giving and Associates Programs'' (program elements, multiple techniques, and specific giving clubs); (3) Emphasizing Capital Campaigns and Major Gifts'' (nonalumni givers, deferred giving, etc.); (4) Exploring the Support Potential of Organizations'' (corporation donors, government relations, and churches); (5) Probing the Support Potential of College Constituencies'' (parents, students, faculty, and women); (6) Organizing and Motivating Volunteers'' (trustee leadership and volunteer roles); (7) Working with Key Campus Administrators'' (such as presidents and business officers); (8) Enhancing Operational Efficiency'' (staff size, goal setting, etc.); (9) Examining Key Skills and Concerns of Development Officers'' (leadership, ethics, and regulations); (10) Taking Advantage of Institutional Uniqueness'' (in-house foundations and characteristics of small, church-related, and community colleges); (11) Learning from Experience'' and (12) Looking Ahead.'' A selected readings reference list and a sample audit report are appended. (LB)

ED 211 030 HE 014 729

Application and Enrollment Patterns of Transfer Students, Fall 1979.
State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Report No.-SUNY-6-81
Pub Date-Nov 81
Note-253p.; Maps may not reproduce well.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Associate Degrees, College Admission, College Students, *College Transfer Students, Community Colleges, *Enrollment Trends, Geographic Distribution, Higher Education, *State Universities, *Student Mobility, Two Year Colleges, Upper Division Colleges
Identifiers-*State University of New York

The tenth annual study of the application and enrollment patterns of transfer students at any institutions of the State University of New York (SUNY) during fall 1979 is presented. Transfer students are defined as undergraduates who were enrolled at a SUNY institution for the first time in a given fall term, but who had previously attended another college. Following the introduction, a summary of data and an index by coordinating area are provided. Part I reports on transfer students by prior institution and student level and offers related summaries on such areas as admission success, trends of transfer students, and enrollment patterns. Part II reports on university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, agricultural and technical colleges, and community colleges. An addendum section tabulates trends in full-time undergraduate credit course transfer students at SUNY senior institutions, fall 1973 through fall 1979, and in transfers to senior institutions from two-year institutions as related to the number of associate degree recipients. General findings include such information as (1) a total of 17,340 transfer students were enrolled in the fall of 1979 at SUNY institutions, and represented 8.5 percent of the total undergraduate enrollment for the term, and (2) the majority of transfer students continued to come from institutions within the state university system (53.4 percent). Appendices include: footnote references, a map of SUNY institutions, chronology of dates of establishment of State University institutions and a publication list. (LC)

ED 211 031 HE 014 747

Barnett, Lynn Ronan, James P.

Resources on Private Sector Grantsmanship. AAHE-ERIC/Higher Education Research Currents, December 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Dec 81

Note-6p.

Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($.75).

Journal Cit-AAHE Bulletin; Dec 81

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Directories/Catalogs (132) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Guides, Clearinghouses, Educational Finance, Faculty Development, Financial Needs, Grants, *Grantsmanship, Higher Education, *Information Sources, Organizational Objectives, *Philanthropic Foundations, *Private Financial Support, Program Proposals, Proposal Writing, Research Opportunities, *School Business Relationship

Identifiers-Foundation Center

Information on possible sources of funds and skills that are needed for obtaining grants from private foundations and corporations is presented to aid college administrators and faculty members. Attention is directed to private sector grants to higher education, grantsmanship within the institutions, grantsmanship as faculty development, initiating the grants process, and grantsmanship resources. It is shown that private sector support is diverse and has been targeted to almost every conceivable aspect of higher education. However, the funding sources often are interested in innovation and new programs, while colleges and universities are increasingly concerned with obtaining funding that will avoid significant cuts in existing programs. It is suggested that the skillful combination of both the art and knowledge base aspects of grantsmanship will increase the likelihood that grant proposals will be successful. While the responsibility for such activities usually resides with an institutions' grants office and its relationship with both faculty and administrators, the college president may seek to build an incentive system to encourage staff participation in the grants process and to explain institutional priorities. Workshops for faculty and staff can help improve their grantsmanship as well as assist them in locating information about funding sources and opportunities. It is important to find funding sources that fit a proposal in terms of activity, geographic orientation, types of support, grant range, and target population. Resources representing both bibliographic and referral sources that may be useful in developing or improving grantsmanship skills are listed under the following categories: general references, higher education references, periodicals, practical guides, organizations, and computerized databases. A bibliography is also presented. (SW)

ED 211 032 HE 014 749

Richardson, Richard C., Jr. And Others

Functional Literacy in the College Setting. AAHE-ERIC/Higher Education Research Report No. 3, 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-77-0073
Note-52p.
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($4.00 members; $5.50 nonmembers).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Students, Communication Skills, Cultural Context, Curriculum Evaluation, *Developmental Studies Programs, Educational Objectives, *Functional Literacy, Higher Education, *Language Processing, Language Research, *Language Skills, Mathematics, Program Evaluation, Reading Skills, *Remedial Programs, Teaching Methods, Writing Skills

The prevalence of underprepared students attending colleges, the need to define literacy requirements of courses, the implications of research on literacy in the design of remedial programs, and the need for systematic evaluation of such programs are considered. Literacy is broadly defined as a language competence that is used to achieve both individual and societal goals. Literacy has a functional dimension, involving the specific competencies required to perform in the occupational field for which an academic program prepared students, and a symbolic dimension, which is associated with having knowledge, cognitive competence, and values established in society. It is proposed that policies involving issues of literacy and its development are adequate only when all components of its definition are considered: (1) the nature of the language involved; (2) the way the language is processed; (3) the context in which the language is processed for use; and (4) the functions of this use in relation to specified goals. Despite the use of a variety of terms and the lack of clearly defined purposes, the emphasis of most efforts described in the literature seems to include preparing the students for regular college work. Some are comprehensive programs incorporating specific literacy skills like reading and writing and objectives like improved self-concept, while others focus on one specific skill such as the development of basic arithmetic skills. Attention is directed to teaching methods, institutions' support for organization of developmental programs, and common practices and problems in the evaluation of developmental programs. A bibliography is appended. (SW)

ED 211 033 HE 014 787

Brahney, James H.

Higher Education Management: The Name of the Game Is Change.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-8p.

Available from-American Association of University Administrators, 1000 Vermont Ave., N.W., Washington, DC 20005 ($1.00).

Journal Cit-Administrator's Update; v3 n1 Sum 1981

Pub Type- Collected Works - Serials (022) - Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, Administrator Attitudes, *Change Strategies, Collective Bargaining, *College Administration, College Environment, College Planning, Decision Making, Declining Enrollment, Educational Change, Educational Objectives, Evaluation Criteria, Financial Problems, Governance, *Higher Education, *Leadership, *Needs Assessment, Outcomes of Education

Changes that higher education is experiencing and forecasting and approaches to improve higher education management are considered. In addition to declining enrollment, rising costs, and diminishing financial resources, colleges are faced with the task of managing these changes under the pressures of new constraints and new constituencies. Collective bargaining is affecting faculty participation on governance, and the influence of faculty is also being affected by its changing composition and distribution: the tenured professoriate is projected to continue to age. Additionally, students now serve on academic advisory bodies at most institutions, and most colleges have defined due process for students with regard to their rights. It is suggested that with trends toward centralization of authority and demands for increased accountability, governing boards have increased the scope of their activities and will become an increasingly important constraint on higher education's decision-making processes. Among the external constituencies are state government, accrediting agencies, local communities, benefactors, and business interests. Each has a vehicle for exerting influence on an institution. It is suggested that the inability to measure its effectiveness is important to higher education's adaptation to the changes it is experiencing, and that criteria for evaluation must be established. Decisions must be based on specificity of goals, comprehensiveness in developing plans to achieve those goals, and innovation in measuring outcomes. Executives need an aggressive and open-minded approach in searching for and testing new methods and need to recognize constraints that affect a decision. (SW)

ED 211 034 IR 009 386

Neelameghan, A.

Some Issues in Information Transfer: A Third World Development Perspective.

Pub Date-Aug 80

Note-20p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980). Not available in paper copy due to marginal legibility of the original.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developing Nations, Information Dissemination, *Information Systems, Planning, *Program Development, *Technology Transfer, *Transfer Policy

Identifiers-*Information Transfer

One of the many problems of developing nations is the scarcity of the information required for development planning, its concomitant abundance in more developed nations, and the lack of a truly viable infrastructure to achieve its economic transfer. Political and administrative structures must be created that are responsive to the new scales of social demands and a comprehensive and coherent system of rules must be established which will match and limit demands to available limited resources, assuring equity of information. In the long run, the production, gathering, and handling of information may take precedence as the only true growth industry. It has the capacity to make enjoyment of knowledge possible for all; but more importantly, it has the potential of lifting the burden of mindless toil from the shoulders of men, allowing what Norbert Wiener called the human use of human beings.'' Twenty-five references are provided. (RAA)

ED 211 035 IR 009 399

Fang, Josephine Riss

Theoretical Aspects of Centralized Cataloguing and Interlibrary Loans.

Pub Date-Aug 80

Note-11p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980). Bibliography will not reproduce well.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cataloging, *Centralization, *Classification, *Computer Oriented Programs, *Interlibrary Loans, Library Catalogs, Library Collections, *Library Cooperation, Library Networks, Search Strategies

Identifiers-International Federation of Library Associations

This paper focuses on cataloging and classification, which are the most time consuming of library operations, requiring highly trained staff and involving considerable expense, to provide an overview of the concepts and considerations for centralized cataloging and interlibrary loans. Centralized cataloging is defined as a cooperative arrangement for the preparation of bibliographic records by one agency to which all cooperating agencies may have access. Advantages cited include high quality professional work, increased processing, decrease in unit costs, and improved dissemination; level of cooperation may vary, e.g., small intragroup libraries in a community, larger regional organizations, commercial arrangements with suppliers, and national union catalogs like those published by the Library of Congress. Two differing ideologies are discussed, one concerned with the end use as a reliable searching tool, and the other as a systematic record of a library's holdings. The important role of the computer in centralization is indicated, including its use to standardize ordering and library collections and to facilitate interlibrary loan. Six references are listed. (RAA)

ED 211 036 IR 009 406

Temu, Deveni

Extending School Library and Community Information Services to a Scattered Population: Papua New Guinea.

Pub Date-Aug 80
Note-14p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Community Information Services, Cultural Influences, *Developing Nations, *Elementary Schools, Elementary Secondary Education, Geography, Language Role, *Library Services, *Literacy, *Program Improvement, Rural Population, *School Libraries, Teacher Improvement
Identifiers-*Papua New Guinea

This description of the difficulties of school library and community information services in a developing country includes forceful images of a rural indigenous people with little self-known history, and widely separated by a wild and rough terrain and diverging cultures all of which conspire as obstacles to the spread of library and school services even at the primary school level. Although large in number, primary schools suffer from inefficient teachers of writing and language (especially hampered by the use of a foreign language as a teaching medium), second rate teachers, and lack of educational materials; in addition, the schools as vital centers of community education are totally neglected. To remedy this, it is the desire of the government that these 'community' schools assist children in achieving a deeper awareness of themselves as members of their community, a reality only if: (1) they become more efficient in teaching literacy to children, (2) they provide the means of teaching literacy to adults, and (3) they provide a community service as information resource centers. (Author/RAA)

ED 211 037 IR 009 414

Ogundipe, O. O.

Conservation of Library Material in Tropical Conditions: The Example of Nigeria.

Pub Date-Aug 80

Note-7p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Books, *Climate, Climate Control, *Developing Nations, Insecticides, Library Facilities, *Library Materials, Microfilm, Paper (Material), *Preservation

Identifiers-*Nigeria

Nigeria, a tropical country, has an overriding concern for the preservation of its library materials from the ravages of heat, high humidity, insects, and mold. This paper generally deals with prevailing climatological problems, existing library facilities and their shortcomings, internal climate control measures, pesticidal treatments, microfilming, and other methods to preserve the printed word. They are actively seeking long range solutions and the development of a national program for the preservation of library materials. There is a short bibliography. (RAA)

ED 211 038 IR 009 418

Ogunsheye, F. Adetowun

Provision of Library Service to Non Literates.

Pub Date-Aug 80

Note-15p.; Paper presented at the Annual Meeting of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations, Information Dissemination, *Information Needs, *Information Services, *Library Extension, Library Services, *Literacy, Literacy Education, *Referral

Identifiers-Africa

African nations can only hope to make drastic changes in their societies through education of their young and, just as importantly, by providing library services through extension programs to those adults, however non literate, that comprise the producers and decision makers in the present social structure. These people need functional information for survival; for the judicious use of civic and political rights; for their social, cultural, and religious activities; and for educational information to adapt to social and cultural change. It should be noted that all developed nations at one time or another have used libraries to extend literacy and education to their illiterate populations; Africa can hardly afford to do otherwise. (RAA)

ED 211 039 IR 009 777

Forman, Denyse

Instructional Use of Microcomputers: A Report on B.C.'s Pilot Project. Discussion Paper 03/81.

British Columbia Dept. of Education, Victoria.
Report No.-ISBN-0-7719-8782-X
Pub Date-Sep 81
Note-124p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Attitudes, Computer Assisted Instruction, Computer Literacy, Computer Managed Instruction, *Computer Oriented Programs, *Computer Programs, Elementary Secondary Education, Foreign Countries, *Microcomputers, School Surveys, *Teacher Attitudes, *Teacher Education, Use Studies
Identifiers-*British Columbia, Canada

A three-phase exploratory study was conducted to make available to British Columbia schools the best in microcomputer hardware, to assist project coordinators and teachers in the integration of microcomputer courseware into the established curriculum, and to evaluate the project. In the first phase, the Apple II Plus with 48K was selected for use, 12 pilot sites were chosen from the 50 proposals submitted, and inservice training was provided for teachers. The second phase concentrated on the integration of courseware into the curriculum and the development of quality curriculum-related courseware. In addition to serving as a center for the gathering and sharing of information on instructional uses of microcomputers, the project team from JEM Research developed an index of educational courseware for the Apple II, a courseware evaluation instrument for use by curriculum selection committees, and a reference manual with guidelines for courseware development. The third phase, running concurrently with the second, continued research into hardware, software, courseware, and applications; provided field liaison services; and surveyed participants to identify microcomputer uses, teacher preparedness, opinions, and perceived needs. Survey data, conclusions, and recommendations conclude the report. A literature search and a 57-item bibliography are attached. (LLS)

ED 211 040 IR 009 822

Conroy, Barbara

A Statewide Plan for Continuing Education for Florida Library and Media Personnel.

Florida Library Association, Tallahassee.; Florida State Library, Tallahassee.

Pub Date-1 Oct 80

Note-116p.; Also prepared by the Continuing Education Steering Committee.

Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Educational Planning, Educational Resources, Librarians, Library Associations, *Library Education, *Library Personnel, *Media Specialists, Needs Assessment, *Professional Continuing Education, Staff Development, *Statewide Planning

Identifiers-*Florida

The statewide plan for the continuing education of Florida library and media personnel described in this document is intended to increase the ability of those personnel to provide timely, accurate information and efficient library service to Florida citizens. The goals of the plan and its proposed activities are outlined, including the linking of individuals seeking continuing education with existing learning resources and the provision of continuing education opportunities for all levels of library personnel. A two-phase structure for the implementation of the plan is discussed, and the roles and responsibilities of the individuals, institutions, employers, library and media associations, graduate library schools, and other agencies and organizations involved in the plan are delineated. Also provided are outlines of several strategies for the implementation of the plan; a set of reactions to the plan from the library community, including comments by representatives of community colleges, library associations, institutional libraries, graduate library schools, public libraries, and the State Library of Florida; and appendices detailing the current context of continuing education in Florida and the 11 major activity areas involved in plan implementation. (JL)

ED 211 041 IR 009 823

Bartkovich, Jeffrey P.

Student Use and Perception of Value of LRC Resources and Services.

Pub Date- 79
Note-35p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Colleges, *Facility Utilization Research, Higher Education, Institutional Characteristics, *Instructional Materials, *Learning Resources Centers, Library Surveys, Questionnaires, *Student Characteristics, Two Year Colleges, *Two Year College Students, Use Studies
Identifiers-New River Community College VA

To assess the utilization patterns and perceived value of Learning Resources Center (LRC) services among different categories of student (full- and part-time, day and night, freshman, sophomore, and special) at New River Community College, a survey of 243 randomly selected students was conducted during the fall of 1980. The survey was prompted by an awareness that the diversity of the student population attending community colleges results in a need for equally diverse learning resources programs if the academic objectives of students and instructors are to be achieved. General analysis of the survey data indicated that in-house use of LRC resources for assignment-specific purposes is most common among all student groups. The most important implication to be drawn from the survey is that, for the LRC to effectively support the educational plan of the community college, there must be direct alignment between LRC services and the school's academic agenda. The survey results are presented in eight figures, a reference list is provided, and the survey instrument is appended to the study. (JL)

The Future of the National Library of Canada. L'Avenie de la Bibliotheque Nationale du Canada.
National Library of Canada, Ottawa (Ontario).
Pub Date-79
Note-196p.
Language-English; French
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Archives, Foreign Countries, Information Services, Library Collections, Library Networks, *Library Planning, *Library Role, *Library Services, *National Libraries, Resource Allocation, *Self Evaluation (Groups)
Identifiers-*Canada, Canada Institute Scientific Technical Information, Canadian Studies

Initially undertaken as a review of the achievements of the National Library of Canada during its first 25 years of existence, this study submitted to the Canadian government by the National Librarian includes a set of 11 recommendations for the future development of National Library functions, resources, and services. A brief description of the contemporary Canadian library scene is followed by a review of the role of the National Library; an outline of the current status of research collections, Canadian Studies collections, and Canadian public archival collections, together with recommendations for practice and policy in each of these areas; discussion of the establishment of a national lending service to handle periodicals and government publications, the propects for the development of a Canadian bibliographic network, and actions to be taken toward these ends; and suggestions for the development of more extensive National Library accommodations. A list of recommendations, three figures, and eight appendices, including the text of the National Library Act, a National Library organization chart, and a 46-item bibliography accompany the text, which is printed in English and French. (JL)

ED 211 043 IR 009 840

White, Robert A.
Motivational and Social Factors in the Use of Communication Technology for Education.
Pub Date-80
Note-42p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communications, *Developing Nations, *Educational Radio, *Educational Television, Social Influences, Socioeconomic Influences, *Student Motivation, Telecommunications
Identifiers-*Communications Research, *Distance Education, Freire (Paulo), Instructional Variables

This review of the evidence regarding the motivational, pedagogical, and social factors which influence the effectiveness of new communications technology for distance education discusses the importance of new communications technology and the current directions of research in that area; motivational factors that are important in distance education; and some of the pedagogical problems and social factors that are influential in distance education. Twenty-eight references are listed. (LLS)

ED 211 044

IR 009 841

Goodman, William J.

The PLATO PPTK System: An Alternative Keyboard Using the PLATO Computer-Based Education System for the Orthopedically Handicapped.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Pub Date-80

Note-[illegible]0p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled), *Computer Assisted Instruction, Computer Graphics, *Input Output Devices, *Physical Disabilities, Physical Mobility

Identifiers-*PLATO

Developed in response to the complex problems involved in providing equal educational opportunities for the intellectually alert orthopedically handicapped, the PLATO Programmable Terminal Keyset (PPTK) system makes the resources of PLATO compatible to the functional problems of a wide range of orthopedic conditions. This report describes the operational characteristics of the system, as well as the versatile range of applications for providing a high quality educational opportunity for severely orthopedically handicapped students. Nine references are listed. (LLS)

ED 211 045 IR 009 845

Educational Technology: Learning in the Eighties.
Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date-Sep 81
Note-139p.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Basic Skills, Demonstration Programs, *Educational Radio, Educational Technology, *Educational Television, *Instructional Materials, Programing (Broadcast), *Telecommunications, Videotape Recordings
Identifiers-Printed Materials

Abstracts and cumulative data prepared by the Division of Educational Technology (DET) staff for all of the projects funded by the division since 1968 are listed alphabetically under the legislated programs: (1) Educational Television (ETV) and Radio Programming, (2) ESAA Television and Radio Series, (3) Telecommunications Demonstration, and (4) Basic Skills. The ETV and Radio Programming data include 75 television and eight radio programs funded by DET with title, producer, number and length of each program, date and amount of award, recommended viewing audience, ethnic theme, date of captioning for the hearing impaired, educational rights, and expiration of broadcast rights provided. A statement on distribution and utilization of this series follows the listing. The remainder of the document contains detailed descriptions of 16 ETV and radio projects, one 1981 ETV project, 39 ESAA television projects, seven ESAA radio projects, four 1981 ESAA television projects, 15 telecommunications demonstration projects, four Basic Skills projects, and three 1981 Basic Skills projects. Information provided includes title, contractor, duration, amount of award, abstract, print materials, and contact. An alphabetical index of the contractors and grantees is included. (CHC)

ED 211 046 IR 009 847

Mullins, Carolyn J. West, Thomas W.

Word Processing for Technical Writers and Teachers.

Pub Date-May 81

Note-10p.; Paper presented at the Annual Conference of the International Technical Communication Society (28th, Pittsburgh, PA, May 20-23, 1981).

Available from-Society for Technical Communication, 815 15th Street N.W., Washington, DC 20005 ($20.00 for entire Proceedings of the Conference).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Faculty, Computers, *Data Processing, *Editing, Higher Education, *Input Output Devices, Microcomputers, Office Machines, *Technical Writing, Word Processing

Identifiers-*Indiana University, *Text Editors

This discussion of the computing network and word processing facilities available to professionals on the Indiana University campuses identifies the word and text processing needs of technical writers and faculty, describes the current computing network, and outlines both long- and short-range objectives, policies, and plans for meeting these needs. The benefits of two trial systems installed in November 1980 a Wang OIS 140 and a WORD-11 system on a DEC computer are briefly reviewed. (CHC)

ED 211 047 IR 009 848

Anderson, Cheryl A.

Better Bulletin Boards. Revised Edition.

Texas Univ., Austin. General Libraries.

Pub Date-81

Note-41p.

Available from-University of Texas, Austin Film Library, Box W, Austin, TX 78712 ($3.50).

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors *Bulletin Boards, *Design Requirements, Display Aids, Educational Equipment, Illustrations, Letters (Alphabet), *Media Selection, *Planning, *Production Techniques

This handbook, a revision of a 1960 publication, stresses a systematic approach to the actual planning process and the utilization of basic principles of composition in designing visually effective displays. A list of five personal responsibilities the teacher should assume is given, 12 instructional uses are described, and four common limitations of bulletin boards are discussed. Content and purpose, selection of resources and materials, and possible sources of free materials are discussed with respect to planning a display. Various aspects of design, including elements and principles of design, design tips, and arranging the design, are provided with a 6-point checklist and a sample analysis. Techniques for constructing the display i.e., the creation of lettering, materials and picture selection, mounting visuals, and attaching materials to the board are described. Questions are given to use in evaluating the content and the design of the display to determine its effectiveness in terms of the learning objectives and the design. Line drawings illustrate the text, and a list of 16 other sources of information is provided. (CHC)

ED 211 048 IR 009 849

Gardner, Susan G. Ellis, Burl D.

Evaluation of Electronic Counter-Countermeasures Training Using Microcomputer-Based Technology: Phase I. Basic Jamming Recognition.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-82-10
Pub Date-Oct 81
Note-23p.; Photographs may not reproduce.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Drills (Practice), Electronic Technicians, Evaluation, *Microcomputers, Military Training, Radar, *Simulation, Video Equipment

Identifiers-Electronic Counter Measures, *Radar Jamming

Seven microcomputer-based training systems with videotape players/monitors were installed to provide electronic counter-countermeasures (ECCM) simulation training, drill and practice, and performance testing for three courses at a fleet combat training center. Narrated videotape presentations of simulated and live jamming followed by a drill and practice session and performance test were presented to 357 trainees. The objective was to train students in electronic countermeasures (ECM) recognition in a more effective mode than can be achieved through traditional classroom lecture and textbook presentation of jamming examples. The lesson on basic jamming recognition presented training in recognizing and identifying general types of ECM. The microprocessor was programmed to (1) present the materials in response to student input through the keyboard, (2) evaluate student performance and provide feedback when appropriate, and (3) keep a complete record of all responses and response times. The results indicated a significant improvement in posttest over pretest scores, and attitudinal surveys showed a highly positive attitude toward the type of training used. The microcomputer-based training system was effective and reliable, meeting with project expectations. Future project efforts include revisions and extension of the present system. Three references are cited. (Author/CHC)

ED 211 049 IR 009 852

Lahey, George F. Coady, James D.

Learner Control of Instructional Sequence in Computer-Based Instruction: A Comparison to Programmed Control.

Navy Personnel Research and Development Center, San Diego, Calif.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-NPRDC-TN-78-7
Pub Date-Mar 78
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Computer Assisted Instruction, Electronics, Fixed Sequence, Instructional Design, Military Training, *Programed Instruction, *Technical Education
Identifiers-*Learner Control, *PLATO IV

This study was conducted to determine whether learner control of lesson strategy is superior to programmed control in computer-based instruction (CBI), and, if so, whether learner control is more effective when guidance is provided. Subjects were 164 trainees assigned to the Basic Electricity/Electronics School in San Diego. They were randomly assigned to three experimental treatment groups (unguided learner control, guided learner control and programmed control) and a control group. Lesson materials and objectives were the same for all groups; however, experimental groups used PLATO IV student terminals, while the control group used lesson booklets. Within-lesson performance of and lesson strategies used by the experimental groups were compared as well as the performance of the control and experimental groups on the post lesson performance tests and module examinations. Results indicate that learner control, with or without guidance, is not superior to programmed control as a CBI mode. However, the use of the learner control lesson structure may be desirable because of the possible economies to be effected. Also, since it appears that the rule-example-practice lesson strategy may prove to be optimum for all students, consideration may be given to delivering this strategy in an adaptive programmed control mode. A list of 17 references is provided. (Author/CHC)

ED 211 050 IR 009 853

Wright, Annette

Instructional Technology for Special Needs. Discussion Paper 02/81.

British Columbia Dept. of Education, Victoria.
Report No.-ISBN-0-7719-8640-8
Pub Date-Jul 81
Note-64p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Assisted Instruction, Computers, *Disabilities, *Educational Technology, *Exceptional Persons, Foreign Countries, *Gifted, Hearing Impairments, *Mental Retardation, Microcomputers, *Special Education, Videodisc Recordings, Videotape Recordings, Visual Impairments
Identifiers-British Columbia, *Canada, *Special Needs Students

This paper reviews selected research projects which focus on creating learning environments for special education, including those for handicapped, disadvantaged, and gifted children. Technologies that are applicable for gifted, retarded, blind or visually impaired, and deaf or hearing impaired students are discussed, as well as those for students who have poor motor coordination or communication difficulties. Appendices include information on the following technologies: computers, microcomputers, videotapes, videodiscs, the Kurzweil reading machine, and microcommunicators. (LLS)

ED 211 051 IR 009 858

Ingwersen, Peter Kaae, Soren

User-Librarian Negotiations and Information Search Procedures in Public Libraries: Analysis of Verbal Protocols. Final Research Report.

Royal School of Librarianship, Copenhagen (Denmark).

Pub Date-80

Note-125p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Audiotape Recordings, *Cognitive Processes, Communication Research, *Evaluation Methods, Foreign Countries, *Information Retrieval, Librarians, Public Libraries, *Reference Services, *Search Strategies, *Verbal Communication

Identifiers-Denmark, *Information Transfer, *Query Negotiation (Library Science), User Needs

This study of negotiation processes between users and librarians in typical reference situations describes association patterns and search procedures in the information transfer process in terms of theoretical approaches, design, analysis, and findings. The thinking-aloud technique of cognitive psychology was adopted to the project, which involved exploratory recordings of communication and information searching, training 20 librarians and seven users in the technique, recording search processes of 13 librarians, and recording the communication and search procedures between three librarians and five users. Transcribing the recordings into protocols (text) included noting pauses, behavioral remarks, and materials used. Microanalysis of the protocols identified the relations between activities, thought processes, and information perceived by the subject during the problem solving process, while macroanalysis identified general problems in the search. Findings identify three basic mental attitudes which determine the nature of searches: open, fixed, and semi-fixed. Influence of knowledge structures on question negotiation processes and implications of the findings are also discussed. Eleven figures, four tables, and 67 sources are provided. (RBF)

ED 211 052 IR 009 865

Pinelli, Thomas E. And Others

A Review and Evaluation of the Langley Research Center's Scientific and Technical Information Program. Results of Phase I Knowledge and Attitudes Survey, LaRC Research Personnel. Final Report.

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.

Report No.-NASA-TM-81893

Pub Date-Nov 80

Note-73p.; Appendix may not be legible. For a related document, see IR 009 866.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Engineers, Government Libraries, *Information Dissemination, *Information Services, Library Services, Program Evaluation, Publications, *Scientific Personnel, Scientists, Surveys, *User Satisfaction (Information)

Identifiers-*Langley Research Center VA, Scientific and Technical Information, User Needs

As Phase I of a comprehensive evaluation of the NASA-affiliated Langley Research Center's (LaRC) scientific and technical information (STI) program, an internal survey was conducted to obtain feedback from LaRC scientists and engineers concerning the effectiveness of the STI program. The first stage of the survey, which involved interviews with 64 randomly selected LaRC engineers and scientists, was intended to gather information for use in questionnaire development. The second stage involved data collection by means of a questionnaire submitted to LaRC scientific personnel assigned to the Aeronautics, Electronics, Structures, and Space Directorates. Responses were compiled and analyzed in groups corresponding to the various aspects of Langley STI services addressed by the survey: the technical review process, the research review process, the perceived image of LaRC STI Services, LaRC publication guidelines, research support services, and scientific and technical products and services. Recommendations based on the findings are made for each topic area. Data are presented by topic areas and summarized in 22 tables. Included are a reference list and six appendices, among which are the project plan for review of LaRC services and a copy of the survey instrument. (Author/JL)

Pinelli, Thomas E. And Others

A Review and Evaluation of the Langley Research Center's Scientific and Technical Information Program. Results of Phase IV Knowledge and Attitudes Survey, Academic and Industrial Personnel. Final Report.

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.

Report No.-NASA-TM-81934

Pub Date-Feb 81

Note-62p.; Tables may not reproduce due to size and density of type. For a related document, see IR 009 865.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aerospace Industry, Engineers, Higher Education, *Information Dissemination, *Information Services, Information Sources, Program Evaluation, Publications, Questionnaires, *Scientific Personnel, Scientists, Surveys, *User Satisfaction (Information)

Identifiers-*Langley Research Center VA, User Needs

As Phase IV of a comprehensive evaluation of the NASA-affiliated Langley Research Center's (LaRC) scientific and technical information (STI) program, a study was conducted to assess the usage, importance, and perceived quality of Langley-generated STI among academic and industrial research personnel, and to determine ways in which that information could be made more accessible to potential users. To obtain feedback on the STI program's effectiveness, a survey questionnaire prepared jointly by the evaluation project director and Continental Research was sent to 497 academic and industrial engineers and scientists who agreed to participate in the study. Of these, 381 returned the questionnaires by the deadline, computer tabulations were performed, and the responses were summarized. Analysis of the data revealed that NASA STI was important to the research conducted by the majority of the survey respondents, although a significant lack of familiarity with selected NASA STI products and services among the survey population was indicated. Survey data are categorized by topic and presented in 13 tables. Included are recommendations, a reference list and six appendices, among which are the project plan for the review of LaRC STI services and a copy of the survey instrument. (Author/JL)

ED 211 054 IR 009 868

Goldhor, Herbert, Comp.

Fact Book of the American Public Library. Occasional Papers Number 150.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Pub Date-81

Note-89p.

Available from-Publications Office, Graduate School of Library & Information Science, University of Illinois, 249 Armory Bldg., 505 E. Armory Street, Champaign, IL 61820.

Pub Type- Information Analyses (070) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Foreign Countries, Library Administration, Library Expenditures, *Library Facilities, *Library Materials, Library Personnel, *Library Services, *Public Libraries, *Statistical Data

Identifiers-Australia, Canada, *Library Users, United Kingdom, *United States

This fact book, compiled to fill the need of practicing librarians and researchers for recent data on public libraries, contains statistics concerning or relevant to the U.S. public library system. Data on all aspects of American public libraries are summarized from such sources as annual reports, journal articles, surveys, books, doctoral theses, government studies, and other unpublished reports and documents. Most of the data included were published or gathered between 1973 and 1978, and none predate 1970. Information on public libraries in countries other than the U.S. has been included whenever the public library systems in those countries were comparable with the American model. Entries in the factbook are arranged alphabetically by topical subject heading, and bibliographic citations to the sources of the statistics given in each entry are included. (JL)

ED 211 055 IR 009 869

Cotera, Martha T.

Mexican American Archives at the Benson Collection: A Supplement for Educators. Exercises for Teaching the Appreciation and Utilization of Primary Source Materials in the Elementary and Secondary Classroom. The Mexican American Community Cultural Awareness Curriculum for Junior Colleges.

Texas Univ., Austin. General Libraries.

Pub Date-81

Note-93p.; For a related document, see IR 009 917.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biographies, Community Involvement, *Course Content, Educational Objectives, Educational Resources, Elementary Secondary Education, Guidelines, *Mexican American Education, *Mexican American History, *Mexican American Literature, *Primary Sources, Two Year Colleges

A companion volume to the user's guide to the Benson Collection, this teaching guide is designed to encourage students to use Mexican American community resources to supplement textbook materials. The first section, which comprises five exercises for elementary and secondary students covers the definition of information and primary source materials, producers of information, historical biography, Hispanic women, and Mexican American art and music. Educational objectives, procedures, activities, materials, and definitions are provided; background readings, resource persons and community involvement strategies, field trips, and classroom materials are discussed in the resources section; and a professional bibliography is included. An overview and educational objectives precede the course units for 2-year college students in the second part. Topics, student projects and activities are outlined for each of the five units and recommended readings are listed for four of the five. A chronology of Mexican American history and instructions for conducting an interview are appended. (RBF)

ED 211 056 IR 009 870

Orlansky, J. String, J.

The Performance of Maintenance Technicians on the Job. Final Report.

Institute for Defense Analysis, Arlington, Va.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-IDA-P-1597
Pub Date-Aug 81
Contract-MDA-903-79-C-0202
Note-29p.
Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Equipment Maintenance, *Evaluation Methods, Job Performance, *Military Personnel, Military Training, Technical Education, *Training Methods

This paper reviews data on one possible measure for evaluating the effectiveness of training for maintenance technicians, i.e., the unnecessary removal of non-faulty parts during actions taken to identify and correct malfunctions in equipment. Such data may be found in the maintenance management data systems of the military services. It was found that non-faulty components are removed in four to 43 percent of all corrective maintenance actions and account for nine to 32 percent of all maintenance manhours. Technicians fail to find a faulty part or damage a good part in about 10 percent of all corrective maintenance actions. It was concluded that these findings may be due to inadequate test equipment, tools, and maintenance manuals, as well as to inadequate training. Conclusions also focused on the need to collect data on the performance of maintenance technicians on the job in a way that can be related systematically to procedures used in military selection and training. Nine references are listed. (Author/LLS)

Brown, Anthony J. Kenworthy, Brian
Applications of Educational Technology in TAFE.
National TAFE Clearinghouse, Adelaide (Australia).
Spons Agency-Committee of Enquiry into Education in South Australia, Adelaide.
Report No.-ISBN-0-7243-9155-x; TAFE-OP-10
Pub Date-Nov 80
Note-37p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cable Television, Communications Satellites, Computer Assisted Instruction, Educational Radio, *Educational Technology, Educational Television, Foreign Countries, *Higher Education, Individualized Instruction, *Mass Media, Systems Approach, *Technical Education, Videodisc Recordings, Videotex
Identifiers-*Australia

This paper discusses applications of the systems approach and of resource-based learning in Technical and Further Education; examines existing educational delivery systems and the potential impact of new technological developments on those systems; and considers a number of initiatives which could be taken to use technology to improve the efficiency and effectiveness of the learning/teaching process. It is argued that technology can be applied to reduce some educational costs, increase the effectiveness of instruction in many training-oriented subjects, and extend learning opportunities to the community at large, while providing more selective coverage to special user groups. Such applications of high technology as computer-based education, instructional television, and mass media are discussed, as well as the potential impact of personal computers, videodisc, Teletext/Viewdata, cable television, and satellite communications. The use of relatively unsophisticated technologies in-house produced resource materials, community radio, and community television are described to indicate the level of educational technology that can be developed and utilized at college level. The implications of the new technologies for educational content and methodology are discussed and it is concluded that the introduction and integration of information technology into TAFE learning and teaching programs must be given high priority. A list of 22 references is provided. (CHC)

ED 211 058 IR 009 873

Givens, Patsy B.

Computers and Media Centers: Services, Satisfaction, and Cost Effectiveness.

Pub Date-10 Jun 81
Note-70p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cataloging, *Computer Oriented Programs, Elementary Secondary Education, *Learning Resources Centers, Library Automation, Library Networks, Microcomputers, Online Systems, Reference Services, School Surveys, *User Satisfaction (Information)

A survey was conducted of school media centers throughout the United States to determine: (1) how computers are being utilized by these centers, (2) the levels of satisfaction with present services, and (3) whether or not the services being provided by the computer are cost effective. Responses to survey forms returned by 20 school districts and six individual schools representing 15 different states indicated that computers are being used mainly for cataloging and reference searches in school districts utilizing computerized services, with cataloging being provided through a centralized support facility. Some schools are involved in networking, and some report using computers for acquisitions, overdue notices, online reference services, and/or circulation. About 82% of the school districts and individual schools responding indicated that they are highly satisfied with present computerized services; cost effectiveness could not be determined from the information provided. A copy of the questionnaire is appended. (LLS)

ED 211 059 IR 009 874

Gadzella, Bernadette M.

A CAI Study Skills Program.

Pub Date-22 Oct 81
Note-9p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Dallas, TX, October 22, 1981).
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Higher Education, *Learning Modules, *Program Effectiveness, Secondary Education, Study Guides, *Study Skills, Testing

This paper describes a computer assisted instruction (CAI) study skills program and reports the results of a study conducted to determine its effectiveness. The program consists of ten CAI study skills modules, a CAI study skills notebook, and a CAI study skills test. The modules address (1) managing time, (2) improving memory, (3) taking lecture notes, (4) reading textbooks, (5) taking examinations, (6) writing themes and reports, (7) making oral reports, (8) improving scholastic motivation, (9) improving interpersonal relations, and (10) improving concentration. Each module is followed by a 10-point multiple choice quiz. The notebook is systematically integrated with the modules and assists the students in making notes as they go through the program. The CAI study skills test consisting of 200 true and false statements was administered to 60 university students as both a pretest and a posttest. Students scored significantly higher on the posttest than on the pretest and indicated that they had learned a great deal from the program and recommended it to other students. A table of the results on the pre- and posttests for the 60 students and a bibliography of 18 items are included. (CHC)

ED 211 060 IR 009 876

Wright, Leslie J. Urbanowicz, Charles F.

Diversity in Northeastern California: Television as a Partial Solution to the Solution.

Pub Date-Nov 80
Note-16p.; Paper presented at the Annual Conference of the World Future Society's Education Section (3rd, Amherst, MA, November 6-8, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Television, *Extension Education, Higher Education, History, Telecommunications, Teleconferencing, *Telecourses
Identifiers-*California State University Chico

This paper gives a brief overview and history of the Instructional Television Fixed Service (ITFS) begun at California State University, Chico (CSUC) in the spring of 1975, and describes the on-going operations of television activities at CSUC, the only five-year institution of higher education in Northeastern California. Currently

known as Instructional Television For Students'' (ITFS), the one-way video, two-way audio microwave network is credited with creating a feeling of community'' throughout the region, and putting CSUC on the cutting edge'' of educational technology in California. Chico offerings in the fall of 1980 included 16 upper division university courses and two non-credit workshops with nine instructional sites in the region, ranging from 140 miles to 44 miles from the campus. Enrollment data are presented in two attached tables and seven references are listed. (LLS)

ED 211 061 IR 009 878

Tatsuoka, Kikumi Linn, Robert L.

Indices for Detecting Unusual Item Response Patterns in Personnel Testing: Links Between Direct and Item-Response-Theory Approaches. Computerized Adaptive Testing and Measurement.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.-CERL-RR-81-5

Pub Date-Aug 81

Contract-N000-14-79-C-0752

Note-38p.; For related document, see IR 009 879.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Arithmetic, *Computer Assisted Testing, *Latent Trait Theory, *Matrices, *Statistical Analysis, Testing Problems

Identifiers-*Response Patterns, S P Curve Theory

Two distinct approaches, one based on item response theory and the other based on observed item responses and standard summary statistics, have been proposed to identify unusual response patterns. A link between these two approaches is provided by showing certain correspondences between Sato's S-P Curve Theory and item response theory. This link makes possible several extensions of Sato's caution index that take advantage of the results of item response theory. Several such indices are introduced and their use illustrated by application to a set of achievement test data. Two of the newly introduced extended indices were found to be very effective for purposes of identifying persons who consistently use an erroneous rule in attempting to solve signed number arithmetic problems. The potential importance of this result is briefly discussed, and 15 references are listed. (Author/LLS)

ED 211 062 IR 009 880

Crawford, Stuart

A Standard's Guide for the Authoring of Instructional Software.

Reference Manual Volume III.

JEM Research, Victoria (British Columbia).; Victoria Univ. (British Columbia).

Pub Date-81

Note-145p.; For related document, see IR 009 758.

Available from-JEM Research, Discovery Park, PO Box 1700, Victoria, B.C. V8W 2Y2 Canada ($75.00).

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Computer Assisted Instruction, Computer Graphics, *Computer Programs, Content Analysis, Evaluation Criteria, Flow Charts, Guidelines, Instructional Design, Learning Theories, *Material Development, *Microcomputers, *Programing, Programing Languages

Identifiers-*Apple II, *Authoring Aids

This guide gives step-by-step directions for authoring computer-assisted instruction materials as well as advice on planning, designing, coding, documenting, and evaluating computer assisted courseware. The importance of prospective courseware designers having a sound background in both educational theory and practice is also discussed, and various learning theories and their applications for computer courseware design are examined. Appendices provide information on choosing a computer language and on using graphics on the Apple II microcomputer. Courseware evaluation instruments are also included, and 65 references are listed. (LLS)

ED 211 063 IR 009 881

Roberts, Kenneth H.

The Thrust of Unesco's General Information Programme.

Pub Date-30 Jun 81

Note-10p.; Paper presented at the Annual Conference of the American Library Association (San Francisco, CA, June 30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developing Nations, Global Approach, Information Needs, Information Services, *Information Systems, International Organizations, *International Programs, Libraries, *Library Role, National Programs, *Technology Transfer

Identifiers-*General Information Programme, Information Transfer, Scientific and Technical Information, *UNESCO

Formed by a merger of two existing UNESCO programs NATIS and UNISIST a Division of the General Information Program (PGI) was created in 1977 to respond to problems involved in the development and promotion of scientific and technological information systems and services, as well as the development of national information infrastructures. This latter problem and the education and training of specialists in and users of information are its primary concerns. Other concerns include the promotion of information policies and plans formulation at national, regional, and international levels; the promotion and dissemination of methods, norms, and standards for information handling; and the development of specialized information systems in the fields of education, culture and communication, and the natural and social sciences. An International Council composed of 30 countries helps to ensure that PGI responds to the real needs and concerns of the 150 member states. PGI also provides a forum for UNESCO member states, UN agencies with information systems, and international non-governmental professional organizations. (RBF)

ED 211 064 IR 009 883

Monson, Mavis

Bridging the Distance. An Instructional Guide to Teleconferencing.

Wisconsin Univ., Madison, Univ. Extension.

Pub Date-78

Note-72p.

Available from-Center for Interactive Programs, University of Wisconsin-Extension, 975 Observatory Drive, Madison, WI 53706 ($9.00; $6.00 per copy for orders of 25 or more).

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Check Lists, *Communication Skills, Extension Education, Guides, *Instructional Development, *Program Evaluation, *Telecommunications, *Teleconferencing

Identifiers-*Distance Education

Designed to present instructors, moderators, and program coordinators with techniques for better planning, presentation, and evaluation of teleconferencing programs, this manual is based on research and practice findings in the areas of adult education, communications, and learning and listening skills. The characteristics of two-way teleconferencing are reviewed and suggestions are offered for humanizing the techniques used, developing interactive tools for participants, examining message style, and utilizing participant feedback. Checklists for organizing and evaluating teleconference programs and a discussion of the overall effectiveness of teleconferencing are also included. (MER)

ED 211 065 IR 009 884

Harris, William G.

Computerized Interpretive Approach for the Exner Comprehensive Rorschach System.

Pub Date-26 Aug 81

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 26, 1981).

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Algorithms, *Clinical Diagnosis, Mental Health Programs, *Online Systems, Personality Assessment, *Psychological Testing, Statistical Analysis, *Test Interpretation

Identifiers-Kappa Coefficient, *Rorschach Test

This paper provides a description of an online Rorschach interpretation algorithm for the Exner comprehensive system, as well as a study conducted to evaluate the validity of the online interpretive algorithm. The user, systems, and equipment specifications for the algorithm are explained, and the potential advantages of its use to enhance clinical efficiency and clinician skill in decision making are discussed. The validity of the online interpretation was tested by asking two expert clinicians to compare the computerized output with the structural interpretation used in the text for 10 sets of Rorschach reports. The computer-generated narratives were found to be as useful as clinician reports in four of the six characteristics reported, and possible solutions to the problems with the remaining two dimensions are suggested. Sixteen references are cited. (MER)

Ward, Lawrence M. Steiger, James A.
The TRS-80 Microcomputer Network as the Foundation of a Computer-Based Instructional Laboratory.
Pub Date-Jun 81
Note-13p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Canada, June 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Graphics, *Computer Programs, Foreign Countries, Higher Education, *Learning Laboratories, *Microcomputers, *Psychology, Simulation
Identifiers-*TRS 80, *University of British Columbia (Canada)

The basic hardware configuration of a network of up to 17 TRS-80 microcomputer systems (1 central, 16 peripheral) is described as implemented in the psychology department at the University of British Columbia. Such a system can serve several instructional functions (e.g., data generation for lab experiments, simulation of theories or experiments, hands-on practice in independent research, interactive graphics display of difficult concepts) in a wide variety of psychology courses, including introductory, experimental, quantitative methods, perception, cognition, and advanced lab courses. It can function either as a block-scheduled research experience for large courses, as a drop-in research utility for advanced lab courses, or as a utility for data collection in course projects in research methods or lab courses at both undergraduate and graduate levels. A wide variety of software is already available for this system, and other software can be readily adapted or developed out of computer programs used for research or lab exercises. Some disadvantages in comparison to other systems include weak graphics and a lack of concern about upward compatibility of older devices with newer products. Several recommended books and utilities are listed, and six figures, including a diagram of the network, are appended. (Author/MER)

Annual Report. July 1, 1980-June 30, 1981. Department of Computer and Information Science, The Ohio State University.

Ohio State Univ., Columbus. Dept. of Computer and Information Science.
Pub Date-30 Jun 81
Note-81p.; For a related document, see ED 196 451.
Available from-Computer and Information Science Research Center, Ohio State University, 2036 Neil Avenue Mall, Columbus, OH 43210 (complimentary copies available as long as the supply lasts).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annual Reports, College Faculty, *Computer Science Education, Doctoral Degrees, Higher Education, *Information Science, *Research Projects

This annual report provides information on instructional programs at both the undergraduate and graduate levels and the computing facilities of the Department of Computer and Information Science, and briefly describes the interactions of the department within the university and within the professional community. A list of students awarded doctoral degrees in 1980-81 includes the dissertation title and advisor's name; abstracts of the dissertations are presented in a separate section. Four research papers summarize selected on-going research by various faculty members in the department, and a summary of grants and contracts awarded for the 1980-81 year is given. Appendices include statistical data on the current status and history of the department, a list of courses offered with number and title, information on department faculty and staff members, a list of seminars conducted during the year, and lists of publications, recent technical reports, and activities of faculty and staff. (LLS)

ED 211 068 IR 009 888

Report of the U.S. Department of Education Task Force on Learning and Electronic Technology.

Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date-Jan 81
Note-35p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Literacy, Educational Needs, *Educational Technology, Electronic Equipment, Elementary Secondary Education, Federal Government, Financial Support, *Government Role, Higher Education, *Instructional Innovation, Problems, *Technological Advancement

Part of the Department of Education's planning and review process on the potential role and application of learning and electronic technologies in education, this report is based on a review of information from several sources, including reports, studies, survey data, and other literature on the availability and use of electronic technology in elementary and secondary schools and institutions of higher education; previous technology programs funded by the Department of Education; selected efforts and experiences of other Federal agencies that have applied electronic technology to education and training; and current activities and future plans of private sector companies. On the basis of this review, it was concluded that: (1) there is evidence that electronic technology can be used to improve the quality of education for American students; (2) there is a growing need for our schools to prepare Americans to use technology in their personal and work lives; and (3) there is a great deal of eagerness among school officials to employ the new electronic technologies to improve the quality of education and to familiarize students with the uses of technology. Six major recommendations are included in the report, and 44 references are listed. (LLS)

ED 211 069 IR 009 889

Postlewait, Deborah S.

CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 1.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
Pub Date-Nov 81
Note-228p.; For a related document, see ED 201 321.
Available from-Computer-Based Education Research Laboratory, University of Illinois, Urbana, IL 61801 ($5.00).
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Autoinstructional Aids, *Computer Assisted Instruction, Computer Assisted Testing, Computer Graphics, *Computer Programs, Computer Science, Elementary Secondary Education, Games, Higher Education, *Instructional Materials, Programing, Simulation
Identifiers-*PLATO

This supplement updates the original catalog of available PLATO system instructional materials which was published in April 1980. The lessons described have been used in actual instructional situations, or have had adequate testing to guarantee that the files are in working order. Printed directly from the CERL online catalog, unicat,'' the information provided for each citation includes the subject, a subheading, a title with its PLATO code, year of first copyright and publication date, author, location of the author at the time the lesson was produced, an abstract, auxiliary equipment required, lesson completion time, and intended audience. Library of Congress subject headings have been used to catalog the lessons whenever possible, and extensive cross references are provided. The materials listed range in level of difficulty from the primary level through higher education, and embrace a wide variety of disciplines; e.g., reading; basic mathematics; languages, including English composition and English as a second language; business and accounting; botany, chemistry, and physics; algebra; statistics; engineering education; teacher training; and medical education, including simulations for physicians, nursing, and pharmacology courses. (LLS)

ED 211 070 IR 009 890

Lyman, Elisabeth R.

PLATO Highlights. Seventh Edition.

Illinois Univ., Urbana. Computer-Based Education Research Lab.
Pub Date-Oct 81
Note-76p.; For a related document, see ED 202 451.
Available from-Computer-Based Education Research Laboratory, University of Illinois, Urbana, IL 61801 ($3.00).
Pub Type- Historical Materials (060) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Programs, *Educational History, Financial Support, Program Development, Use Studies
Identifiers-*PLATO

Important events and information about the PLATO system featured in this document include a short history of the development of the PLATO system, a list of the PLATO project's financial supporters, a chronological rundown of highlights in PLATO's history, and an extensive bibliography of resources about PLATO published between 1961 and 1981. A map of PLATO system sites is also included, as well as graphs showing PLATO usage. (LLS)

Bohrer, Jean

Use of a Microcomputer in the Teaching of High School Mathematics.

Pub Date-Aug 81
Note-70p.; Master's Thesis, San Jose State University.
Pub Type- Dissertations/Theses - Masters Theses (042) - Non-Print Media (100)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Graphics, *Computer Programs, Formative Evaluation, Instructional Design, *Mathematics, *Microcomputers, Questionnaires, Secondary Education, *Trigonometry

The major intent of this project was to design microcomputer lessons utilizing the unique features of computers to teach a high school mathematics topic. After reviewing the literature, it was decided to write a series of three tutorial lessons for a class in high school trigonometry which would present the concepts of amplitude, period, phase shift, and vertical translation of a sine wave. Lessons were developed and preliminary trials of the materials were conducted using ten students from a trigonometry class and four students from a geometry class. These students' knowledge of the materials was tested before and after the use of the tutorial; additionally, each student completed a questionnaire giving reactions to the lessons. The computer lessons proved to need appropriate accompanying materials and instruction in order to be effective, but students seemed to enjoy the uniqueness of the computer presentation. It was concluded that future work on the project should include: (1) the development of printed materials to accompany the lessons; (2) improvement of some of the lessons, especially the legibility of the graphics of the third lesson; and (3) formal testing of the materials in high school classrooms. Program listings written in BASIC for the Compucolor II are included as well as 36 references. (Author/LLS)

ED 211 072 IR 009 892

Brown, James W.

Instructional Technology and Learning Resource Center-Based Community Education.

San Jose State Univ., Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-15 Dec 77

Grant-AID/1A-G-1169

Note-202p.; Performed as a subcontract for Ofiesh Associates, Inc.

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Community Education, Educational Equipment, Foreign Countries, *Instructional Materials, *Media Selection, *Resource Allocation, *Visual Aids

Identifiers-*Latin America

A survey of nonformal community education activities was conducted to determine specific use of media for identified educational and informational purposes. The results presented in this report are intended to provide resource information to professionals and paraprofessionals who ultimately may be employed in Learning Resource Center-Based Community Education System (LRCBCES) programs in Latin America. Materials provided include sections on: (1) instructional technology and the systematic approach to learning; (2) the systematic approach and the LRCBCES project; (3) the broadcast media; (4) media and the LRCBCES approach; and (5) media utilization: print, motion pictures, video, audio, pictoral (still), symbolic, graphic, dramatic, interpersonal, 3-D, and real. Related readings are listed for each chapter, and appendices include a world-wide directory of organizations working with instructional technology in developing countries and a list of useful periodicals. (MER)

ED 211 073 IR 009 893

Newton, David J. And Others

How to Run a Computer and Keep Up with It. A Co-Ser Project.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

Pub Date-81

Note-124p.; Best copy available.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Non-Print Media (100)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Computer Literacy, Computers, *Computer Science Education, Elementary Secondary Education, History, Instructional Materials, *Microcomputers, *Programing, *Programing Languages

Identifiers-*BASIC Programing Language

These curriculum materials are designed for teachers of students in grades six through nine to use to teach general computer literacy and rudimentary programming in BASIC. Sections on history, what microcomputers can do, and computer anatomy have been written so they can be copied and placed in the hands of the students in the intended audience, together with the programming lessons, which include objectives, activities, and suggested exercises. The 11 lessons review the beginning commands and steps in using a computer and show how to write programs to print a statement, calculate using arithmetic, use variables, note differences in the order of operations, input numbers, input and output alphanumeric variables, use REM, TAB, and GOTO statements, decisions processes, loops, and counters and/or adders. A list of 22 BASIC commands, the names and descriptions of 46 prepared programs, and the answers to the lesson exercises follow the lessons. Also included are ten quizzes and a final quiz, 60 enrichment exercises, instructions for a computer quiz maker program, directions for writing a program for multiple choice quizzes, a glossary of 54 computer terms, and instructions for the care and handling of diskettes. These materials were prepared for use with four types of microcomputers: APPLE, HP-2000, PET, and TRS-80. (CHC)

ED 211 074 IR 009 894

Williams, R. David

16mm Film Resources for New Jersey Libraries: Another Look.

Rutgers, The State Univ., New Brunswick, N.J.
Pub Date-May 78
Note-48p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Film Libraries, *Films, Instructional Films, *Library Networks, *Profiles, *Public Libraries, Questionnaires, State Surveys, Statistical Data, Tables (Data)
Identifiers-*New Jersey

This pilot study, which tests an instrument and a procedure for investigating the 16mm film resources network for the public libraries of New Jersey, presents data from a stratified sample of libraries to examine use patterns and scale, as well as the various mechanisms used to make the films available to the public. Where possible, costs and other data related to film services are compared to print functions of the same library. The time span of the study covers 1976 to 1978. A copy of the interview schedule used for the test is included, as well as nine tables displaying data and 15-item bibliography. (Author/CHC)

ED 211 075 IR 009 895

Poehlmann, Ruth I.

Developing an Interlibrary Loan Borrowing Policy for Evergreen Valley College Library Patrons. Governance and Management.

Pub Date-Aug 81

Note-28p.; Ed.D. Practicum, Nova University. Some appended material will not reproduce clearly due to poor print quality of the original.

Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Libraries, Fees, *Interlibrary Loans, Library Administration, Library Networks, *Library Personnel, *Library Services, *Policy Formation, Program Costs

Identifiers-*Evergreen Valley College CA, OCLC

The increased use of interlibrary loan (ILL) services at the Evergreen Valley College (EVC) library which resulted from joining OCLC automated Interlibrary Loan subsystem in 1979 led to the development of an Interlibrary Loan Borrowing Policy by the EVC library staff. The policy is designed to explain to library patrons the limitations on interlibrary loans, the time period for acquiring material through the interlibrary network, the duration of and restrictions upon interlibrary loans, and the costs involved in the interlibrary loan procedure. The policy development process is described in detail, and a brief history of interlibrary loan practices is provided by way of background information. A reference list and bibliography are included, along with appendices pertaining to the ILL policies of a number of college libraries similar to the EVC library and to the ILL policies and practices adopted by the EVC library staff. (JL)

ED 211 076　　　　　　　　　　　　IR 009 896

Gorin, Robert S. Kanen, Ronald A.

Florida Library Information Network Project: A Comparative Study of OCLC, TWX, U.S. Mail, and Closed-Circuit Teletype February 2, 1981-March 31, 1981 With Recommendations.

Florida State Library, Tallahassee.
Spons Agency-Florida Dept. of State, Tallahassee.
Pub Date-May 81
Note-60p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Libraries, *Comparative Analysis, *Cost Effectiveness, *Efficiency, *Interlibrary Loans, *Library Networks, Library Services, Public Libraries, State Libraries, State Programs
Identifiers-*Florida Library Information Network, *OCLC, Teletypewriters

The Florida Interlibrary Loan Improvement Project (FILIP), initiated in 1979 by the Florida State Library to examine and analyze the interlibrary loan patterns and problems of the Florida Library Information Network (FLIN), compared the use of the OCLC Interlibrary Loan subsystem as a mode of communication between FLIN member libraries to the use of an established system employing closed-circuit teletype, TWX (an automated interlibrary loan system), and mail courier for interlibrary exchange between FLIN members. The systems were run in parallel for a 2-month period, and their efficiency and cost-effectiveness were analyzed. Use of the OCLC Interlibrary Loan subsystem proved more efficient and cost-effective than the TWX system, but closed-circuit teletype was found to be the most efficient method for sending messages between major FLIN resource centers. It was recommended that the closed-circuit teletype system be retained for interlibrary communication, that the OCLC Interlibrary Loan subsystem be adopted for the referral of requests to university and out-of-state libraries, and that the use of TWX, which was no more efficient than filling requests by mail, be discontinued. Data are summarized in nine tables, and the 12 different log and time-study forms used by project participants are reproduced in the report. (JL)

ED 211 077 IR 009 898

The UCR Library Plan for the Eighties.
California Univ., Riverside. Library.
Pub Date-81
Note-68p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Libraries, Higher Education, Learning Resources Centers, *Library Administration, Library Collections, *Library Facilities, Library Networks, *Library Planning, *Library Services, *Organizational Objectives, Research Libraries

This report on the University of California at Riverside Library presents an overall description of the UCR library system and each of its functions, its relationship to the university it serves, and its regional and national ties, as well as a statement of the assumptions and principles underlying its plans and objectives for the coming decade. An executive summary provides an overview of the major planning assumptions and the goals for the library. Other sections describe the specifics of collection development, technical processing, circulation services, reference services, interlibrary loans, conservation and disaster preparedness, security, and space. (Author/RAA)

ED 211 078 IR 009 899

Buchinski, Edwin J. Islam, Mazharul
The Context of Interconnection for a Nation-Wide Bibliographic Network. Canadian Network Papers, Number 1. Le Contexte de L'Interconnexion dans le Cadre de L'Elaboratim D'Un Reseau Bibliographique National. Documents Sur Les Reseaux Canadiens.
National Library of Canada, Ottawa (Ontario).
Report No.-ISBN-0-662-51085-2
Pub Date-Nov 80
Note-89p.; For a related document, see IR 009 833.
Available from-Minister of Supply and Services, Ottawa, Canada (SN12-1/1-1980).
Language-English; French

Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Computer Oriented Programs, *Databases, Data Processing, *Decentralization, *Developmental Programs, Information Networks, *Library Networks, *National Libraries, Standards, *Telecommunications
Identifiers-National Library Network Project (Canada)

The purpose of this document is to highlight the major technical issues of interconnection within a broad based, multi-function, multi-user bibliographic data interchange network in Canada, and to indicate specific areas where development work of a technical nature needs to be undertaken. Recent systems development in the U.S. and Canada is reviewed briefly and two basic alternative forms of bibliographic data systems are compared open versus closed: the open system is advocated for the National Library. A framework is provided for isolating and defining technical issues through discussions of some basic concepts and components. Interconnection problems pertaining to standards and protocols are also discussed, to emphasize the crucial need for control even in an open system, and major areas of technical development are considered, including the identification of network participants, their roles, and resources; and the definition of network protocols at the application, presentation, and session levels of the model. Notes to clarify specialized terms and abbreviations are appended, as well as a list of nine references. (Author/RAA)

ED 211 079 IR 009 900

Fortune, Rachael Naismith
Information and Referral Services for Spanish-Speaking People.
Pub Date-May 81
Note-39p.; Best copy available
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biculturalism, *Bilingualism, *Community Information Services, Hispanic American Culture, *Hispanic Americans, Latin Americans, Public Libraries, *Referral, Spanish Americans, *Spanish Speaking

This overview of information and referral services for Spanish speaking people surveys the problems and successes of bicultural-bilingual programs as they have evolved in the past decade, emphasizing the need for innovative and nontraditional approaches to these services for minority ethnic groups. Brief descriptions of information and referral programs in the public libraries of such diverse cities as Detroit, Miami, Oakland, East Los Angeles, and El Paso provide examples of the variety of services and accomplishments that information and referral programs have been able to achieve when a system makes a conscious effort at outreach. Much of the paper focuses on the South Bronx Project, relating through the eyes of its director

the details of its many programs, the history of its successes, and the difficulties encountered. Such services are seen to be vital to the cultural growth of the nation, and it is felt that such obstacles as constrained finances and lack of minority clout are simply challenges that dedicated members of the library profession must overcome. There are 23 references. (RAA)

ED 211 080 IR 009 902

Chambers, Joanna Fountain

Hey, Miss! You Got a Book For Me? A Model Multicultural Resource Collection: Annotated Bibliography. Second Edition Revised and Expanded.

Report No.-ISBN-0-940048-01-9
Pub Date-Dec 80
Note-97p.
Available from-Austin Bilingual Language Editions, P.O. Box 3864, Austin, TX 78764 ($12.95; $10.50, for five or more copies).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Audiovisual Aids, *Bilingualism, *Books, Chinese, *Cultural Pluralism, Elementary Secondary Education, French, Greek, Resource Materials, *Spanish, Vietnamese
Identifiers-*Dual Language Text

This annotated bibliography, now in its second edition, describes a model resource collection of over 350 book and audiovisual titles for a multicultural setting. While its emphasis is on Spanish language and cultural groups, a number of dual-language items have been included for speakers of Chinese, French, Greek, and Vietnamese. In addition to its thorough annotations, the listing provides information on the language level, interest level, binding, and copyright status of each title. Dewey classifications are suggested as an aid to librarians. Author, subject, and publisher/distributor indexes provide multiple access to the items, and complete ordering information is included. This updated model multicultural collection reflects site evaluation by children, teachers, librarians, and parents, and includes over 200 new titles available for the library or classroom. (Author/RAA)

ED 211 081 IR 009 903

Craven, Timothy C. Fjerestad, Li

NEPHIS Implementation Title Coding Manual. Third Edition.

University of Western Ontario, London. School of Library and Information Science.
Spons Agency-Natural Sciences and Engineering Research Council, Ottawa (Ontario).

Pub Date-81
Grant-A3027
Note-25p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Autoinstructional Aids, *Automatic Indexing, Guidelines, Indexing, Information Science, *Permuted Indexes, Program Implementation, *Subject Index Terms
Identifiers-*Coding, *NEsted PHrase Indexing System

Prepared as a self-instructional tool for anyone interested in indexing documents from their titles using the NEsted PHrase Indexing System (NEPHIS), this manual introduces, defines, and provides guidelines for the use of this computer-assisted indexing system. The objectives of the system are outlined, the NEPHIS computer program and input formats are discussed, and a detailed set of NEPHIS implementation rules covers such topics as the standardization of titles, potential errors, and access points. A NEPHIS implementation sheet, a description of a project in which NEPHIS was implemented on a set of over 3,000 Canadian government documents, and a list of bibliographic references are appended. A NEPHIS index sample page is also attached. (JL)

ED 211 082 IR 009 904

Iacono, Frank P., Ed.
Rhode Island Library Trustees Manual.
Rhode Island Dept. of State Library Services, Providence.
Pub Date-80
Note-31p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Governing Boards, *Librarians, Library Administration, Library Associations, Library Networks, Library Role, Library Services, *Policy, *Public Libraries, State Legislation, *Trustees
Identifiers-Bylaws

This handbook for library trustees identifies the duties and responsibilities of library boards and librarians, the qualifications of an effective library and of a library board, and library policy requirements. The concept of intellectual freedom, the Library Bill of Rights, and the Freedom to Read Statement are discussed, and the role of the Department of State Library Services is outlined. Library organizations which provide continuing education and training for trustees are identified, and both the Rhode Island Interrelated Library Film Network and the Rhode Island Library Film Cooperative are discussed. A guide to the library and library-related laws of Rhode Island is provided, as well as a bibliography listing 17 books, three AV titles, and seven journals of interest to trustees. A brief history of public libraries and an interrelated library system map of Rhode Island

are also provided. An outline of the organization of library boards and sample bylaws for a public library are appended. (RBF)

ED 211 083 IR 009 905

Katzer, Jeffrey And Others

A Study of the Impact of Representations in Information Retrieval Systems. Annual Technical Report.

Syracuse Univ., N.Y. School of Information Studies.

Spons Agency-National Science Foundation, Washington, D.C. Div. of Information Science and Technology.

Pub Date-May 81

Grant-IST-79-21468

Note-67p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Analysis of Variance, Databases, *Information Retrieval, Models, *Online Systems, *Performance Factors, *Relevance (Information Retrieval), Research Methodology

Identifiers-INSPEC

This study conducted to determine representation impact on information items retrieval in terms of precision and recall performance and overlap used the INSPEC Computers and Control Abstracts'' loaded on DIATOM, an online retrieval system based on DIALOG, as the database to be searched. Sixty-nine users provided 84 queries which were searched for high recall by intermediaries under each of seven representations: title only, abstract only, descriptors, identifiers, title and abstract, stemmed title and abstract, and the descriptor and identifier fields. Copies of the retrieved citations and abstracts were sent to users for judging relevance. Then the seven representations were tested using a latin square design on the 84 queries. Measures of recall, precision, and total retrieval of citations were analyzed using standard analysis of variance computations; the performance measures and overlaps findings are presented in detail. The results confirm earlier observations that there is relatively little difference in performance among the representations and relatively little overlap. Plans for observations and findings replication of the first phase and theory development for Phase II are described. Eleven tables, 19 references, and five appendices are provided. (RBF)

ED 211 084 IR 009 906

Molnar, John E.

Academic Libraries in Virginia, 1979-1980.

Virginia State Council of Higher Education, Richmond.
Report No.-STR-81-02

Pub Date-May 81
Note-77p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Libraries, Higher Education, Interlibrary Loans, Library Circulation, *Library Collections, *Library Expenditures, Library Materials, *Library Personnel, *Library Services, Reprography, Statistical Analysis, Tables (Data)
Identifiers-Virginia

The data presented on the activities of 74 academic libraries in Virginia have been compiled by the Council of Higher Education, primarily from the Higher Education General Information Surveys (College and University Libraries'' and Financial Statistics for Institutions of Higher Education for Fiscal Year Ending 1980''). The narrative analysis comparing activities of the institutions during 1979-1980 with previous years is divided into expenditures, staffing and salaries, collections, and surveys. The bulk of the report consists of 31 tables. The first six tables indicate totals for all academic institutions in terms of library collections, library staff, total library expenditures, unit cost for purchased monographs and periodicals, library services and automated bibliographic search transactions, and photocopying and interlibrary loan activities. Tables seven to 30 provide data on staff salaries and library circulation by clientele type for state-supported four-year institutions, state-supported two-year institutions, and private institutions. Table 31 identifies institutional ranking by 15 library data elements among all academic institutions. Two figures are provided. (RBF)

ED 211 085 IR 009 909

Lowry, Glenn R.
Information Use and Transfer Studies: An Appraisal.
Pub Date-Dec 79
Note-37p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrators, Evaluation, *Information Science, Information Seeking, *Information Systems, Information Utilization, Organizations (Groups), Physical Sciences, Sciences, Social Sciences, Technology, *Use Studies
Identifiers-*Communication Channels, *Information Transfer

This paper discusses underlying assumptions of user studies and approaches to information systems design, and reviews key issues in the design of information systems in three major areas: (1) factors affecting information seeking and use; (2) formal and informal channels of information transfer; and (3) discipline oriented transfer patterns. Factors discussed include the membership of scientists in social groups served by different information systems, user preference in channel selection, and the effect of the anticipated use of information on information seeking behavior. Discussion of the formal and informal channels of information transfer reviews the role of scientific communication in research and creating knowledge, the patterns of information transfer and use patterns of information as affected by organizational structure, the journal as a standard channel for information transfer, meetings and conferences as informal communication channels, and the roles of the invisible college'' and informal groups in communication. Discipline oriented transfer patterns are discussed in terms of the differences in development between scientific and technical fields and between physical and social sciences. A summary of user studies as of 1979 concludes the paper, and a list of 20 references and a bibliography are provided. (RBF)

ED 211 086 IR 009 910

Lowry, Glenn R.

Limited Participative Management as a Problem-Solving Alternative for Library Managers: A Decade in Review.

Pub Date-May 80

Note-24p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, *Administrative Organization, Administrators, Decision Making, Librarians, Libraries, *Library Administration, *Library Personnel, Library Research, *Motivation Techniques, Personnel Management, *Power Structure, Self Actualization

Identifiers-*Participative Management, Theory X, Theory Y

The derivation of the concept of participative management from a variety of complementary managerial and motivational theories, and its acceptance and use as a managerial technique in library administration are reviewed in detail. The major contributions to the development of the concept of participative management, including Maslow's hierarchy of human needs, Herzberg's categories of job satisfaction, McGregor's theories concerning managerial style and its relation to organizational structure, and Lickert's synthesis of the positions of Maslow, Herzberg, and McGregor are discussed and related to one another. The history of participative management in libraries is examined, and the various analyses of the effectiveness of the technique that have appeared in the library literature are summarized. Questions relating to the usefulness and success of participative management in library administration are then addressed briefly. A table provides a linear relational profile of the managerial and motivational theories discussed and a 27-item bibliography is included. (JL)

The South Carolina Program for Library Development, 1981-1986 under the Library Services and Construction Act. (Third Supplement to the 1978-1983 Program).

South Carolina State Library, Columbia.

Pub Date-81

Note-39p.; For related documents, see ED 070 487, ED 136 770, ED 187 326, and ED 197 708.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Library Cooperation, Library Personnel, *Library Planning, *Library Services, *Long Range Planning, Objectives, *Program Development, State Libraries, Statewide Planning

Identifiers-*Library Services and Construction Act, *South Carolina, South Carolina State Library

Prepared as the South Carolina long range program outline required by PL 95-123, the Library Services and Construction Act (LSCA), this statement of objectives, policies, and programs undertaken in South Carolina for the improvement of library service is the third supplement to the South Carolina Program for Library Development, 1978-1983. Included are a list of amendments to the 1979 program statement with respect to the areas of: (1) the needs of the State Library, (2) public libraries, (3) library education, and (4) library cooperation and networking. Policies and practices regarding the dissemination of information relating to the LSCA are outlined, and the goals and implementation strategies of the Library Development Program are reviewed in detail. Among the major topics addressed in the policy review are the functions of the State Library Agency, public library service, institutional library service, service for the blind and physically handicapped, and interlibrary cooperation. (JL)

ED 211 088 IR 009 912

Lowry, Glenn R.
A Survey of Scholarly Publishing: 1945-1970.
Pub Date-May 80
Note-37p.
Pub Type- Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries, Books, *Financial Support, Philanthropic Foundations, *Productivity, Professional Associations, *Publications, *Publishing Industry, Scholarly Journals, *Scholarship, Universities
Identifiers-*Scientific and Technical Information, *University Presses

The economic and social factors affecting the publication of scholarly and scientific/technical material throughout the world following World War II are identified and discussed. An outline of the state of scholarly publishing immediately following the war precedes considerations of the role of university press in scholarly and technical publishing, the relationships between university presses and their parent institutions, libraries as a market for university press publications, the specific problems associated with scientific and technical publication, and publishing programs sponsored by learned societies and philanthropic foundations. Some developments in scholarly publishing which took place during the 1960s in Canada, Australia, Africa, Asia, India, and Great Britain are briefly described. Statistical data on changing levels of book production, scholarly book and periodical publication, sources of finance and profit levels in commercial and scholarly publishing, and academic libraries as a market for scholarly materials are presented and analyzed. Some of the current problems confronting scholarly publishing are reviewed. Cost and production data are summarized in 10 tables, and a 27-item reference list is included. (JL)

ED 211 089 IR 009 913

Jordan, Lynette G.

The University of California Area Health Education Center Biomedical Library Program.

Area Health Education Center System, Fresno, Calif.; California Univ., San Francisco.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date-79

Contract-HRA-232-79-0006

Note-31p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Grants, *Health Education, Health Personnel, *Hospital Libraries, Interlibrary Loans, Library Cooperation, Library Networks, Library Personnel, *Library Services, *Medical Libraries, *Outreach Programs, Training

Identifiers-*Area Health Education Centers, *Biomedical Information Services, University of California

This paper describes the University of California's Central San Joaquin Valley Area Health Education Center (AHEC) Biomedical Library Program, which is intended to improve library services in hospitals and other medical care institutions in the region and to coordinate future development of these services. A summary of the San Joaquin Valley AHEC program history is followed by an outline of the Biomedical Library Program's goals and activities. The unique features of the program are discussed, and the major services provided to program participants are reviewed, including consultation on the administration and operation of

health-related libraries, the training of biomedical library personnel, the sponsoring of workshops, membership in a number of biomedical information networks, access to biomedical information services such as Medline and Biosis, and the provision of information on (and application for) federal grants to assist individual libraries in collections and service development. A fact sheet on the Biomedical Library Program, a list of workshops presented by the program between 1974 and 1977, and a sample schedule from a workshop on the management of a small hospital library are appended. A reference list is also included. (JL)

ED 211 090 IR 009 914

Jensen, Marilyn Anne, Comp.

Area Health Education Centers (AHECs): An Annotated List of Articles, Documents and Monographs, 1971-1981.

Area Health Education Center System, Fresno, Calif.; California Univ., San Francisco.

Spons Agency-Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.

Pub Date-May 81

Contract-HRA-232-79-0053

Note-25p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Allied Health Occupations, Annotated Bibliographies, Continuing Education, Dentistry, *Educational Resources, *Health Education, *Health Occupations, Libraries, *Medical Education, *Nursing, Pharmacy

Identifiers-*Area Health Education Centers

Citations to 73 journal articles and 37 documents, pamphlets, and monographs comprise this annotated bibliography on the subject of Area Health Education Centers (AHECs). The topics covered by these items include the general nature, purposes, and functions of AHECs; discussions and descriptions of specific AHEC programs; AHECs and medical education; nursing and AHECs; libraries and learning resources within AHECs; AHECs and pharmacies; the allied health professions, continuing education, and the role of AHECs; health careers in AHECs; dentistry and AHECs; and health education in the community setting. A list of indirectories and reference tools relevant to Area health Education is also provided. (JL)

ED 211 091 IR 009 916

Matthews, M. S., Jr., Ed.

Who Runs Your Library? Proceedings of the 1978 Library Trustees Conference (Montgomery, Alabama).

Alabama Public Library Service, Montgomery.
Pub Date-Nov 78
Note-112p.
Pub Type- Collected Works - Proceedings (021) - Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Budgeting, *Governing Boards, Legal Responsibility, *Library Administration, Library Expenditures, *Library Planning, Policy Formation, State Federal Aid, *Trustees, Workshops
Identifiers-Alabama Public Library Service

This report on the second annual conference sponsored by the Alabama Public Library Service (APLS) for public library trustees is an extension of the state's revitalized continuing education for this group, intended to better prepare them to meet their obligations and responsibilities to the libraries and communities they serve. Highlights of this year's conference include APLS and Your Library, by Anthony Miele; APLS Agency Staff and Services, by Moselle Cummings; The Trustee, by Alice Ihrig; State and Federal Aid, by Ernie Laseter; The Legal Environment, by Dr. Robert Criss; The Financial Environment, by Dr. Carl Grafton; The Policy Environment, by Alice Ihrig; and Listen to Your Roots, by the Rev. Robert T. Baggott, Jr. A summary of the conference by Dr. Nancy Bush concludes the proceedings. (RAA)

Flores, Maria G., Comp. Gutierrez-Witt, Laura, Ed.
Mexican American Archives at the Benson Collection: A Guide for Users.
Texas Univ., Austin. General Libraries.
Pub Date-81
Note-78p.; For a related document, see IR 009 869.
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Libraries, *Archives, Authors, Background, Higher Education, Indexes, *Library Collections, *Mexican American History, *Mexican American Literature, Nonprint Media, *Organizations (Groups)
Identifiers-*Manuscript Collections, University of Texas Austin

This guide, which documents the first phase of a continuing program to strengthen and develop Mexican American materials and research sources at the University of Texas at Austin, lists and describes both textual and non-textual materials in the collections of literary manuscripts, organizational archives, and personal papers. The first section includes manuscripts and papers of eight authors: Alurista (pseudonym for Alberto Baltazar Urista), Juan Bruce-Novoa, Abelardo B. Delgado, Roland R. Hinojosa-Smith, Jovita Gonzalez Mireles, Ricardo Sanchez, Mary Carman Tafolla, and Estela Portillo Trambley. The collections of Carlos Villalongin Dramatic Company, Economy Furniture Company Strike, League of United Latin American Citizens (LULAC), Raza Unida Party, and Texas Farmworkers Union comprise the organizational archives section. The personal papers section contains the collections of Lalo Astol, Carlos Eduardo Castaneda, Eleuterio Escobar, Catarino E. Garza, Leo John Leo, the Migrant Border Ballad Project, Edmundo E. Mireles, Romulo Munguia, Manuel Ramirez, George Isidore Sanchez, and the Tafolla Family. Each entry includes the Benson Collection call number, a physical contents description, historical background information, and in some cases, an inventory and sources used to compile the collection. Such nonprint materials as photographs, slides, and audiotapes are included, and an index to the guide is provided. (RBF)

Dedrick, Anthony J.

The Potential Uses of OCLC in a Cooperative System and in Non-Cataloging Functions.

Pub Date-77
Note-50p.; Summary and data forms may not reproduce clearly due to light type density of the original document.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cataloging, Cost Effectiveness, Data Analysis, Field Tests, Interlibrary Loans, Library Acquisition, Library Catalogs, *Library Cooperation, Library Expenditures, *Measurement, *Models, *Online Systems, Union Catalogs
Identifiers-*OCLC

Conducted to determine optimal system designs for cooperative use of an OCLC installation by small libraries, this study developed a comprehensive planning model by formulating the OCLC system, identifying variables that might affect online cooperative cataloging ventures, and developing techniques to measure them. These activities were integrated into an initial planning model which was then field tested at the Auraria Libraries and the Learning Materials Centers of the Community College of Denver North and Red Rock Campuses. Model revisions resulted in a system design for sharing a single OCLC installation. Specific findings of the study are presented in five sections: (1) an outline of OCLC's present and projected services and systems, hardware and software, and support materials; (2) a list of variables that can affect a cooperative system; (3) a list of measurement and documentation methods to quantify and explicate the variables; (4) a planning model and list of specific objectives; and (5) a summary and analysis of the field testing including costs and time savings, cataloging sources, and updating automated circulation databases, and the planning model output, which consists of two potential system designs. A flowchart and various data collection forms are included. (RBF)

Rhodes, Lewis A.

The Communication of Experience. A Guidebook for the Management of Information.

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Contract-300-78-0580
Note-184p.; Best available copy.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrators, *Art Education, Attitude Measures, Communication (Thought Transfer), *Documentation, *Evaluation Methods, *Information Dissemination, Models, Problem Solving, *Program Evaluation, Questionnaires, Research Reports
Identifiers-*Information Management

Designed to meet the information needs of arts educators who function as managers of programs, projects, or other administratively definable units in local or state education agencies, this guidebook synthesizes the experiences from four regional workshops held in 1978-79 to address project documentation, evaluation, and dissemination. Topics covered include the control and influence of information, and its use in project problem solving; reporting and dissemination, including packaging; evaluation for program planning, improvement, and justification, and the steps in evaluation; and the identification of a strategy or evaluation model. A discussion of the management of information summarizes the report, and appendices provide background material, bibliographies, and evaluation articles and reports. (RBF)

ED 211 095 IR 009 920

Lewis, Zella, Comp.

Developing Learning Skills Through Library Services, K-12.

American Library Association, Chicago, Ill. Library Instruction Round Table.

Pub Date-81

Note-254p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Audiovisual Aids, Card Catalogs, Elementary Secondary Education, Filing, *Learning Activities, *Library Instruction, *Literature, Maps, Periodicals, *Reference Materials, Research, School Libraries

Identifiers-Dewey Decimal Classification

Compiled from a 1980 survey requesting library science guides for elementary and secondary schools, this booklet contains numerous learning activity examples from 36 states which are presented in three main sections. The introduction contains the preface and strategies for teaching learning skills. The major part of the document focuses on using resources and describes and lists numerous activities for learning about the parts of a book, dictionaries, encyclopedias, periodicals, maps and globes, atlases, almanacs, handbooks, and yearbooks, audiovisuals, the Dewey Decimal system, the card catalog, and shelf arrangement. Activities listed in the final section on using information include literature and language studies, as well as research for reports and papers. (RBF)

ED 211 096 IR 009 921

Institution Libraries Statistics/1979-80.

New York State Library, Albany.

Pub Date-80

Note-39p.

Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annual Reports, *Institutional Libraries, *Institutions, Library Circulation, *Library Expenditures, *Library Materials, *Library Networks, Library Personnel, Working Hours

Identifiers-*Library Statistics

This compilation of annual reports of 151 New York State institution libraries for the year ending March 31, 1980, presents data on total resident population, library materials, dollar expenditures, and weekly staff hours. The types of institutions represented include correctional services, division of substance abuse services, education, health, office of mental health, office of mental retardation, and developmental disabilities and youth. In a separate table, a comparative summary indicates annual library expenditures for salary, materials, and other categories by institution type since 1973, including percentages of increase and decrease. Appendices comprise a key to the abbreviations used; a directory of state institutions which includes their addresses, the state department and system with which they are associated, and the names of both the librarian and the head of the institution; and a list of public library systems showing the institutions in the same geographical area. (RBF)

ED 211 097 IR 009 925

Gustafson, Kent L.

Survey of Instructional Development Models. With an Annotated ERIC Bibliography by Rashidah Shuib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-77-0015
Note-64p.; For a related document, see ED 059 629.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-54; $7.00 prepaid).
Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, Curriculum Development, *Instructional Development, *Instructional Systems, *Models, *Organizational Development, Systems Analysis, *Systems Approach, Systems Development

This paper, which updates and expands on a paper by Twelker and others that identified and described five instructional development (ID) models, presents a taxonomy for classifying ID models, comments on the limited degree of testing to which most ID models have been subjected, reviews 13 models, and provides a selected, annotated bibliography of ERIC documents and journal articles announced in Resources in Education and Current Index to Journals in Education. A definition of ID and a discussion of its origins are followed by the taxonomy that is used to divide the ID models into four categories as they focus on the classroom, the product, systems, or organizations. Specific models are described and discussed in each of these categories: (1) classroom Gerlach and Ely, Kemp, Davis and others, Briggs, and DeCecco; (2) product Banathy, and Baker and Schutz; (3) systems the Instructional Development Institute, Inservices Procedures for Instructional Systems Development, Courseware Development Process, and Gilbert Front End Analysis; and (4) organizations Blondin, and Blake and Mouton. Thirteen figures illustrate the taxonomy and most of the models. A guide to searching ERIC for additional publications on ID models is included, and the annotated bibliography lists 10 journal articles and 11 documents. A list of 23 other references is also provided. (CHC)

ED 211 098 IR 009 926

Resources in Special Education.
Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-007-9; SCET-OWP-1
Pub Date- 76
Note-49p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Disabilities, Elementary Secondary Education, Foreign Countries, Instructional Innovation, *Instructional Materials, Special Classes, Special Education, *Student Needs, *Teaching Methods
Identifiers-*Scotland, *Scottish Council for Educational Technology

The use of various resources in special education in Scotland is described in this collection of 12 papers. Written by classroom teachers, the first five relate individual attempts to deal with particular problems, i.e., science education for the visually handicapped, two different approaches to teaching the mentally handicapped, art for the physically handicapped, and sound perception training for the deaf. The next four articles illustrate the type of provision that can result from cooperation between teachers and outside agencies in dealing with specific difficulties. Descriptions of materials for use with the mentally handicapped include two mathematics projects, a reading and language resource center, and an audiovisual kit for social education called The Kerr Family.'' The two final papers outline examples of attempts to provide on-going support systems which are constantly on hand and to which teachers can refer pupils with individual learning difficulties. (CHC)

ED 211 099 IR 009 927

Daly, D. W., Ed Robertson, S. M., Ed.

Keller Plan in the Classroom.

Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-015-X; SCET-OWP-4
Pub Date-78
Note-60p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, Elementary Secondary Education, Foreign Countries, Higher Education, *Independent Study, Learning Motivation, Lecture Method, *Mastery Learning, *Pacing, Proctoring, *Science Instruction
Identifiers-*Keller Plan, *Scotland

This guide for teachers considering using independent learning describes the Keller Plan and describes ways in which it has been adapted for use in a variety of school situations. A discussion of the Keller Plan and its original formulation is followed by six case studies written by teachers in schools and colleges describing their use of the Keller Plan. The first four case studies deal with the implementation of the Keller Plan in physics courses and the fifth in a chemistry course. Each describes how teachers introduced it into schools were timetabling and other constraints led to a number of modifications to the plan; the sixth study describes how the plan was introduced and organized in a Further Education College where the constraints were quite different. The last chapter comprises a report on a seminar organized by the Scottish Council for Educational Technology and attended by all of the teachers who had written the case studies. This seminar provided a forum for discussion of the case studies and generalizations about the Keller Plan in the classroom were made based on the experience of the participants. A list of 10 references is included. (CHC)

ED 211 100 IR 009 928

Gillespie, Jack
Media Resources in Curriculum Development.
Council for Educational Technology, London (England).; Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86001-020-6
Pub Date-80
Note-94p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, Educational Assessment, *Educational Media, Elementary Secondary Education, Foreign Countries, *Media Selection, *National Programs, *Resource Allocation, Teachers
Identifiers-*Scotland

Primarily concerned with input to secondary school curriculum development as promulgated in the four national centers of the Scottish Curriculum Development Service (SCDS), this study investigated the ways in which national working parties integrate media resources into their projects, how schools tackle the media elements, and problems of production and availability of media resources at the national level, as well as their function and use. An overview of the agencies involved in the field of media input provides brief descriptions of the agencies and their roles, including the Consultative Committee on the Curriculum, the SCDS, working parties, the Inspectorate, colleges of education, the Educational Authority Advisory Service, broadcasting authorities, the Scottish Council for Educational Technology, and publishers and national centers. The activities of the national centers in Aberdeen, Dundee, Edinburgh, and Glasgow are described, and areas of need identified by the investigation where appropriate action is thought to be desirable and practical are discussed. (MER)

ED 211 101 IR 009 929

Murray, J. F., Ed.

Television Studies in Scottish Schools. Television Studies in Scottish Primary Schools.

Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-022-2; ISBN-0-86011-026-5; SCET-OWP-6
Pub Date-80
Note-65p.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Audiovisual Instruction, *Broadcast Television, Course Descriptions, Elementary Secondary Education, Foreign Countries, Instructional Innovation, *Production Techniques, *Programing (Broadcast), *Television Curriculum, Worksheets
Identifiers-*Scotland

A discussion of the need for television studies serves as an introduction to a set of six papers which describe or suggest programs for the study of television in connection with specific courses and/or at various educational levels: (1) Television Studies in the Primary School; (2) Suggested Programme for Television Studies within the English Syllabus in SI and SII; (3) Television Studies and Modern Studies in SI and SII; (4) The Production of Programmes; (5) Analysis of Programmes; and (6) Discrimination in Viewing. The last three are concerned with English courses in the third and fourth years of secondary school. Recommendations and some comments on the outlook for the future conclude the report. A bibliography lists books specifically for student use as well as background/introductory texts and texts on specific facets of television. Appendices comprise examples of CSE courses and assessment procedures, current copyright regulations governing recording and use of broadcast material, and a bulletin for teachers, Television Studies in Scottish Primary Schools. (MER)

ED 211 102 IR 009 930

Hamilton, David D.

Regional Resources for Scottish Schools.

Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-025-7
Pub Date-80
Note-202p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Equipment, *Educational Resources, Elementary Secondary Education, Foreign Countries, Instructional Materials, *Learning Resources Centers, *Library Services, *Teacher Centers
Identifiers-*Scotland

A series of interviews of education professionals was conducted in 12 regions of Scotland to gather information on the resource provisions made by education authorities, and to examine the extent of resource centers in the schools. This report details the range of teachers' centers, resource centers, resource collections, and equipment banks within each of the surveyed regions. Insight into the way in which geographical problems are being solved in scattered communities is provided by more detailed descriptions of smaller regions and island authorities. Areas included in this report are the Borders, Central, Dumfries and Galloway, Fife, Grampian, Highland, Lothian, Strathclyde, and Tayside Regions, and the Orkney Islands, Shetland Islands, and Western Isles Islands Areas. (MER)

ED 211 103 IR 009 931

Beavis, Roy Weatherley, Colin

Worksheets and School Learning.

Scottish Council for Educational Technology, Glasgow.

Report No.-ISBN-0-86011-031-1

Pub Date-80

Note-49p.

Pub Type- Guides - Classroom - Learner (051) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Classroom Techniques, Elementary Secondary Education, Foreign Countries, *Intermode Differences, *Language Acquisition, *Material Development, *Worksheets

Identifiers-*Scotland

In an effort to enlarge the debate on the use of worksheets within Scotland's schools, two teachers who use this approach extensively were invited to present their views, and other educators were invited to react to them. The first part of this report includes a discussion of teachers' views on learning, their perceptions on language development, their ideas for managing the learning environment, and their recommendations for managing the production, selection and use of worksheets. The second half of the report comprises appendices containing responses to the original viewpoints expressed and samples of additional types of worksheets. (MER)

ED 211 104 IR 009 934

Malcolm, Adam H.
The Setting Up of a Resources Centre. 1: Basic Ideas.
Scottish Educational Film Association, Glasgow.
Report No.-ISBN-86011-0028
Pub Date-77
Note-44p.; Photographs will not reproduce. For related documents, see IR 009 935-936.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Discovery Learning, *Educational Equipment, *Educational Resources, Elementary Secondary Education, Equipment Storage, Facility Guidelines, *Learning Resources Centers, *Library Materials, *Library Technical Processes, Reprography, *School Libraries

This guidebook reviews the basic educational role of learning resources centers in elementary-secondary education, and outlines the facility requirements, material requirements, and functions of a basic resources center. The educational issues surrounding the development of resources centers are briefly addressed, including resource-based education, discovery learning, curriculum planning, and the relationship between traditional school libraries and learning resources centers. The physical accommodations required by resources centers, the storage and handling of equipment and materials, equipment distribution and use, the registration and cataloging of resources and equipment, and the provision of reprographic services by resources centers are then discussed in detail. A suggested list of abbreviations for cataloging of non-book items, a suggested form for descriptive cataloging of materials, and a suggested layout for an equipment control card are appended. (JL)

ED 211 105 IR 009 935

Tucker, Richard N.

The Setting Up of a Resources Centre. 2: Planning & Staffing.

Scottish Educational Film Association, Glasgow.

Report No.-ISBN-0-86011-003-6

Pub Date-76

Note-56p.; Photgraphs will not reproduce. For related documents, see IR 009 934-936.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiovisual Aids, Building Plans, Case Studies, Educational Equipment, *Educational Facilities Design, *Educational Facilities Planning, Elementary Secondary Education, *Facility Requirements, Foreign Countries, *Learning Resources Centers, Librarians, Media Specialists, Personnel Needs, Space Utilization

Identifiers-Scotland

Produced for use by educators and administrators in Scotland involved in planning and developing learning resources centers in elementary and secondary schools, this guide contains: (1) examples and discussion of the allocation of space for resources centers in schools with different architectural layouts, (2) three case studies of schools which already have resources centers, and (3) a consideration of the major questions which have to be addressed in setting up and managing a resources center. A set of eight floor layout diagrams illustrates various ways in which resources centers have been incorporated into new or existing educational facilities. Information contained in the three case studies includes descriptions of the schools, their resources centers and resources center staffs; accounts of the development of the resources centers, their operations, and future prospects; and lists of the equipment held by the resources centers. Appendices comprise an interview with two media resources officers on the role of the media specialist in the school, a recommendation for the establishment of a media resources center prepared by the Renfrewshire Education Department, an essay on the role of the librarian in the resources center, and set of questions relating to resources centers. (JL)

ED 211 106 IR 009 936

Malcolm, Adam H., Ed.

The Setting Up of a Resources Centre. 3: Retrieval Systems.

Scottish Educational Film Association, Glasgow.
Report No.-ISBN-0-86011-005-2
Pub Date-76
Note-56p.; Photographs will not reproduce. For related documents, see IR 009 934-935.
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, *Cataloging, Classification, Coordinate Indexes, Foreign Countries, Higher Education, *Indexing, *Information Retrieval, *Learning Resources Centers, Library Catalogs, *Library Equipment, Microfiche, Secondary Education, Subject Index Terms
Identifiers-Great Britain, Notched Edge Cards, *Optical Coincidence Cards, *Preserved Context Indexing System

Assembled to aid educators and administrators in Scotland in selecting and applying appropriate information retrieval systems in learning resources centers, this collection contains an introductory essay and four articles on the characteristics and features of some basic information retrieval systems. The articles include (1) a discussion of the Optical Coincidence Coordinate Indexing (OCCI) system in use at the Stantonbury Campus, Milton Keynes; (2) a consideration of the information retrieval techniques selected for use at the Media Resources Center (MRC) of the Inner London Education Authority (ILEA); (3) an analysis of some alternatives for use with small collections, especially mechanically-sortable notched-edge cards; and (4) a description of the dictionary catalog subject headings and entry formats used to handle books and other materials at John Smeaton High School in Leeds, England. Each article is accompanied by a set of diagrams and illustrations. A 22-item bibliography and an index are attached. (JL)

ED 211 107 IR 009 937

Sources & Resources. A Guide for Scottish Schools.
Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-016-8
Pub Date-78
Note-19p.

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Educational Equipment, *Educational Resources, Elementary Secondary Education, Foreign Countries, *Information Services, *Information Sources, *Instructional Materials, Learning Resources Centers, Libraries, School Libraries
Identifiers-*Scotland

Intended for use by elementary and secondary school teachers in Scotland, this booklet provides guidelines to enable teachers to obtain information on the range of resources available to support teaching activities, and to obtain instructional materials once a selection has been made. A general introduction to the location of educational resources is accompanied by descriptions of the types of information and materials available at the school, local, regional, and national levels. The location and use of educational equipment and some sources of up-to-date information on available educational resources are also discussed. (JL)

ED 211 108 IR 009 938

Hamilton, David D.
Teachers and Resources. The Views of 200 Unpromoted Teachers.
Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-037-0
Pub Date-81
Note-72p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, *Educational Equipment, Elementary Secondary Education, Equipment Storage, Foreign Countries, Inservice Education, *Instructional Materials, Interschool Communication, *Learning Resources Centers, Questionnaires, Surveys, *Teacher Attitudes, Use Studies
Identifiers-Access to Information, Resource Utilization, *Scotland

In order to identify the major problems relating to resource organization, provision, and information in Scottish primary and secondary schools, interviews were conducted with 200 teachers in unpromoted posts in schools throughout Scotland and the results of these interviews were tabulated and analyzed. The interview sample was random but stratified by type of school (primary versus secondary), sex of the teachers, educational region within Scotland, and, for primary schools only, the size of enrollment. A uniform interview schedule was used to conduct the interviews, which were conducted between May 1978 and April 1979 by the project Research Officer. The interview schedule solicited teacher opinions in four major areas: (1) resources available to teachers within their own schools, (2) resources available to teachers outside their own schools, (3) procedures relating to the acquisition and use of resources within the teachers' schools, and (4) teachers' use of audiovisual equipment. Results in each of these topic areas are presented and analyzed in detail, and a series of low-cost recommendations for the improvement of the educational resources system is made. Details on the sample group of teachers, the interview schedule, 76 tables summarizing survey data, and a selection of teachers' comments are appended. (JL)

ED 211 109 IR 009 939

Rowatt, Robert W.

O.H.P. A Guide to the Use of the Overhead Projector.

Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-028-1
Pub Date-80
Note-18p.
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Diagrams, *Equipment Utilization, Instructional Materials, *Overhead Projectors, Teaching Methods, *Transparencies, Visual Aids

This pamphlet identifies the components of the overhead projector and suggests ways it can be used in presenting instruction. Advantages and disadvantages of the overhead are listed, and instructions are provided for setting up, positioning, and focusing the equipment. Information is also given on how to use opaque materials and overlays, how to achieve simple animation and silhouettes, and how to produce transparencies. Instructions for the use of dry transfer lettering and coloring are also provided. (MER)

ED 211 110 IR 009 940

Rowatt, Robert W.

Slide Tape. A Guide to the Production of Slide-Tape Programmes.

Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-030-3
Pub Date-80
Note-14p.
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiotape Recordings, Diagrams, Equipment Utilization, Photographs, *Production Techniques, *Projection Equipment, *Slides, Teaching Methods, *Transparencies

Step by step instructions are provided for planning and executing a slide tape program, as well as diagrams of equipment for presenting such programs. Guidelines are given for ways to: (1) define a program's purpose and objectives, (2) complete a storyboard, (3) produce slides from transparencies and photographed artwork, (4) write on slides, (5) prepare an audiotape, and (6) combine sound with slides. The final section of this guide offers suggestions for presenting the completed program. (MER)

ED 211 111 IR 009 941

Rowatt, Robert W.
Video. A Guide to the Use of Portable Video Equipment.
Scottish Council for Educational Technology, Glasgow.
Report No.-ISBN-0-86011-029-X
Pub Date-80
Note-19p.
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Diagrams, *Equipment Utilization, Instructional Materials, *Teaching Methods, *Video Equipment

This guide describes the portable equipment necessary for preparing a video production, and recommends ways of using that equipment to create a video program. Step by step instructions are provided for setting up the equipment for battery operation or with a mains electricity supply. Information is also given on procedures for recording, playing back the recorded tape, improving sound quality, post dubbing of sound, editing, assembly editing, and insert editing. A checklist of portable equipment is provided, and a detailed description of the components and features of the video-camera includes diagrams. (MER)

ED 211 112 IR 009 942

Photography Basics.

Film Workshop Trust, Edinburgh (Scotland).
Note-16p.; Photographs will not reproduce.
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Equipment Utilization, *Photographic Equipment, *Photography, Publicity, Teaching Methods
Identifiers-*Darkrooms

This product of Scotland's Film Workshop Trust provides information on a range of topics pertaining to taking, developing, and printing of pictures. The manual includes units on the working principles of the camera, developing and printing materials in a darkroom, and designing and setting up a personal darkroom. Also included are some ideas on how to use photography in project work and to publicize local activities and needs. (MER)

ED 211 113 IR 009 943

Brown, Alan R., Ed.

Networking for Interagency Collaboration: Integrating Technology and Human Service Delivery. Report of a Satellite-Assisted Interactive Television Conference.

Vermont Univ., Burlington. Teacher Corps Youth Advocacy Loop.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-79

Contract-300-78-0250

Note-95p.

Pub Type- Collected Works - Proceedings (021) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Cooperation, *Communications Satellites, *Cooperative Planning, Educational Resources, Feasibility Studies, Futures (of Society), Human Services, *Information Networks, *Teleconferencing, Television, *Youth Problems, Youth Programs

Identifiers-Teacher Corps, *Two Way Television

This monograph is the report of an experiment to utilize technology to assist in the addressing of a major national concern: the education of troubled youth. The major concern is whether satellite-assisted, interactive television can be utilized effectively to assist in conferencing, workshops, and other information sharing and problem solving endeavors. This question is addressed in five major sections: (1) Introduction, (2) the Framework for Networking and Interagency Collaboration, (3) the Satellite-Assisted, Interactive Television Conference, (4) Assessment, and (5) Implications and Directions for the Future. The Framework deals with what is known from national reports and studies about the problems of educating troubled youth in America, and presents a theoretical perspective about the problem, as well as concepts and ideas about networking and interagency collaboration. The Conference section details the background of and planning that went into the 2-day conference, highlighting the conference design and its proceedings. The Assessment section reports on the extensive conference evaluation which was conducted. The final section looks at the lessons learned from this first experience, alternative telecommunication technologies, ideas to develop networks, and targets for reform. The Appendix includes lists of participants and conference implementors, as well as summaries of major national reports and supporting documents. (Author/CHC)

ED 211 114 TR 009 944

Baus, F., Ed.

Cable Television 1980: Status and Prospect for Higher Education.

Association for Higher Education of North Texas, Richardson.

Spons Agency-National Telecommunications and Information Administration (DOC), Washington, D.C.

Pub Date-80

Grant-NTIA-48-03-90091

Note-66p.; Papers presented a Symposium on Cable TV Expanding Educational Options in the 80's (Arlington, TX, March 6, 1980).

Available from-AHE, P.O. Box 688, Richardson, TX 75080 ($5.00; $4.50 each for 10 or more copies).

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cable Television, *Community Attitudes, Economic Factors, *Educational Television, Futures (of Society), Higher Education, History, Marketing, Programing (Broadcast), Questionnaires, Tables (Data), *Telecommunications, *Television Surveys

Identifiers-*Texas (Dallas County)

Baseline information for the would-be cable television educational programer is provided by two papers, one an overview of the state of the cable television industry, and the other a report on a marketing study conducted to determine consumer attitudes toward cable TV as an educational medium. In The Promise and Reality of Cable Television,'' Ralph Lee Smith offers a factual treatment with explanations of historical events and economic events that helped shape the cable television industry. In Educational Uses of Cable Television,'' Joe L. Welch and Jeffry N. Savitz explore the impact of cable television on the educational interests, attitudes, and intended behavior of residents of Dallas County, Texas. A summary of the objectives, methodology, and findings of the study is followed by a more detailed discussion of the findings about the current, past, and future educational pursuits of the respondents and their attitudes toward the use of cable television for educational purposes. Supporting materials include 34 tables of data, a copy of the survey questionnaire, the frequency and percent of responses to 14 of the questions, and a list of the program content divisions. Nine references are listed. (CHC)

ED 211 115 IR 009 948

Lewis, Gregory W. And Others

Event Related Brain Potentials and Cognitive Processing: Implications for Navy Training.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-82-8
Pub Date-Oct 81
Note-29p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aptitude Treatment Interaction, *Cerebral Dominance, Cognitive Ability, *Cognitive Processes, Cognitive Style, *Information Processing, Measurement Equipment, Military Training, *Training Methods, *Verbal Stimuli, *Visual Stimuli
Identifiers-Electrodes

The cognitive styles, aptitudes, and abilities of 50 right-handed subjects were measured through a battery of paper-and-pencil tests to determine the feasibility of using event related brain potentials (ERPs) in the development of adaptive training techniques keyed to the information processing styles of individual students. Visual, auditory, and bimodal ERPs were recorded during the same testing session, though not concurrently, and were analyzed to derive measures of sensory interaction. These measures were then related to the paper-and-pencil tests. The subjects were divided into two types, spatial processing group or verbal processing group, based on the cognitive measures. The spatial group showed greater inhibition in the right hemisphere while the verbal group showed greater inhibition in the left hemisphere. The spatial group showed the greatest amplitude asymmetry in response to visual stimuli, while the verbal group showed the greatest asymmetry in response to auditory stimuli. The results indicate that FRP technology holds promise for developing adaptive instructional strategies based upon accurate assessments of individual differences in cognitive processing. A bibliography of 35 items is included. (Author/CHC)

ED 211 116 IR 009 949

Munro, Allen And Others

An Experimental System for Research on Dynamic Skills Training. Interim Technical Report, February 1980-September 1981.

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.-BTL-TR-96

Pub Date-Sep 81

Contract-N00014-80-C-0164

Note-48p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Assisted Instruction, Decision Making Skills, *Feedback, Military Training, Perception, Psychomotor Skills, Research Needs, Simulation, *Skill Development, *Teaching Methods

Identifiers-*Air Traffic Controllers

A research project was conducted to determine if dynamic skill training differs in important ways from knowledge system instruction. The term dynamic skills was used to mean sets of intellectual processes responsible for selective perceptions in a real time driven content and for the selection and performance of appropriate responses in that context; knowledge systems was used to mean sets of related facts that are commonly taught as a body of coherent subject matter. The research was conducted on a microcomputer-based experimental simulation training system. Experimental subjects were taught to perform a simulation task based on the job of an air intercept controller. The training program permitted controlled differences in instructional treatment for different groups of students in order to explore empirical issues in dynamic skill training. The results of the research show that dynamic skill training differs in important ways from knowledge system instruction; e.g., the demands placed upon students' cognitive processing resources are different in the two types of learning. Ten references are listed. (Author/LLS)

ED 211 117 IR 009 950

Microcomputer Directory: Applications in Educational Settings.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Pub Date-81
Note-60p.; Compiled by staff of the Monroe C. Gutman Library.
Available from-Monroe C. Gutman Library, Harvard Graduate School of Education, 6 Appian Way, Cambridge, MA 02138 ($5.00).
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computer Assisted Instruction, Computer Literacy, *Computer Oriented Programs, *Elementary Secondary Education, Federal Aid, Grants, *Microcomputers, National Surveys, *Program Descriptions
Identifiers-Minigrants

This directory is a guide to schools with microcomputer programs. The selection of programs to be listed was accomplished by telephoning every ESEA Title IV-C director in the country to identify current or on-going IV-C projects in his/her state. If there were no existing IV-C efforts, minigrants for micros or Title IV-B activities were included. Lacking the availability of Title IV information, Title I offices were contacted. Educational practitioners also contributed information about interesting applications. Finally, computerized searches were conducted to locate recent information on specific programs. The preponderance of programs described are from elementary secondary sites; they range from individual classrooms to system or state-wide efforts. However, attention is also directed to alternative learning sites such as hospitals, prisons, and museums. (Author/LLS)

ED 211 118 IR 009 951

Report on the State Dissemination Leadership Conference and Summary of the Telecommunication Experiment.
Minnesota State Dept. of Education, St. Paul.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 81
Contract-400-78-0049
Note-42p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conferences, *Diffusion, Educational Resources, Federal Aid, *Information Dissemination, *National Programs, *State Departments of Education, Telecommunications, Teleconferencing
Identifiers-*Minnesota, *State Dissemination Grants Program

The four reports in this collection from the Minnesota State Dissemination Leadership Project (SDLP) provide an overview of the activities of the second year of the project; a description of the planning process, logistical problems, and conduct of a national conference for state dissemination representatives and state policy makers; an evaluation of the conference; and a summary of the use of telecommunications to facilitate project activities. In addition to the planning for and conduct of this annual conference, project activities described include the promotion of information exchange among state representatives and the publication of a newsletter and directories. Presentations, group discussions, and mini-sessions at the conference addressed various facets of the theme, Effective SEA Dissemination Leadership: Coordinating Roles and Resources, and the assessment group found that reactions to the conference were generally favorable. A brief experience at the end of the contract year with the use of computer-assisted teleconferencing to overcome the communication barriers imposed by geography and distance is also described. (LLS)

ED 211 119 IR 009 953

Brokering, P. Beth
Youth and Film. A Report on Through Our Eyes.
Film in the Cities, St. Paul, Minn.
Spons Agency-Minnesota State Dept. of Economic Security, St. Paul.
Pub Date-Jun 81
Contract-0-318
Note-113p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Demonstration Programs, *Disadvantaged Youth, Economically Disadvantaged, Employment Programs, *Film Study, *Job Training, Media Research, Program Evaluation
Identifiers-CETA Youth Employment Program

This document describes a demonstration project in film education, employment training, and research which included an education and employment training program offered to 26 economically disadvantaged youths ranging in age from 14 to 19. For nine months, these students met for four hours each working day to work both on individual personal films, and on issue related films produced by the group. Concurrently, a full-time researcher developed and utilized quantitative and qualitative instruments to examine connections between experiential filmmaking education and its impact on participants' self-development and attitudes relating to media, work, and the educational process. This report includes information on the development of the project and student recruitment; the backgrounds of individual students, including pre- and post-interview data; curriculum and training methodology; research issues and instruments; and evaluation procedures and program outcomes. A formal evaluation written by an outside consultant concludes the report and supplementary materials are appended. (Author/LLS)

ED 211 120 IR 009 954

AACR 2 and New York Libraries.
New York State Library, Albany.
Pub Date-81
Note-62p.
Journal Cit-Bookmark; v39 n4 Sum 1981
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Card Catalogs, *Cataloging, Costs, *Libraries, Library Acquisition, Library Automation, Library Planning, Library Standards, Library Surveys, *Library Technical Processes, Online Systems
Identifiers-*Anglo American Cataloging Rules, Impact, Library Users, New York

Problems and opportunities resulting from the implementation of the Anglo-American Cataloging Rules, 2nd edition (AACR 2) are examined in 12 essays by a representative sample of librarians at various New York State public, community college, college, and school libraries. Eight papers relate specifically to implementation experiences at these libraries. Two other papers address implications for interlibrary loan and the deferment of implementation costs. The remaining two papers provide a historical perspective of library planning and library standards and a report by the Regents Advisory Council on Libraries. Twenty-one references are included in three essays. (RBF)

ED 211 121 IR 009 956

Baldwin, Paul Evered

Bibliographic Control Problems and Organizational Change Issues Posed by the Implementation of a Computer Based Co-operative Cataloging Support System.

Pub Date-76

Note-136p.; Master's Thesis, Simon Fraser University.

Pub Type- Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrative Change, *Cataloging, Change Strategies, *College Libraries, Flow Charts, Job Development, Library Administration, Library Automation, Library Networks, Library Surveys, *Online Systems, *Organizational Change, *Program Implementation

Identifiers-Cornell University NY, *OCLC, State University of New York Buffalo, Syracuse University NY

This study examined the problem of planned organizational and technological change in a university library catalog department implementing the shared cataloging system of OCLC, Inc. Information on the implementation experiences and problems of OCLC member libraries was gathered from published reports and on-site visits to three university libraries which have implemented the OCLC system. Research describing the impact of computer technology on other types of organizations was also examined in order to provide the context within which the investigation would be conducted. The issues presented by OCLC implementation are viewed as problems of control in two dimensions: a technical dimension primarily concerned with bibliographic control, and a social dimension concerned with human job behavior and job design. The implementation problem is seen as how best to reorganize the work, jobs, and staff into a cost-effective operation which meets both the requirements of network participation and the maintenance of an appropriate level of bibliographic control in the library's own records system. This analysis provides a conceptual framework for the development of effective implementation strategies for integrating other libraries into computer-based cooperative library cataloging support systems. References are provided after most chapters and the interview questionnaire used is appended. (Author/RBF)

ED 211 122 IR 010 016

Wilson, Thomas C. And Others

The Design of Printed Instructional Materials: Research on Illustrations and Typography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-77-0015
Note-56p.
Pub Type- Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Color, Cues, Design Preferences, *Illustrations, *Instructional Materials, *Layout (Publications), Material Development, *Media Research, Recall (Psychology), *Textbook Preparation, Visual Learning

Identifiers-*Printed Materials, Typeface, *Typography

Intended for use by both producers and evaluators of textbooks and other print instructional materials, this review of the literature focuses on the effectiveness of illustrations for motivation and for learning, and such typographical variables as readibality, legibility, standard typographical conventions, and format and layout. Areas examined include the effects of the presence or absence of illustrations; the effects of illustrations on recall; readability as a function of visual factors; legibility, including type size and typeface, leading and line width, ink and paper color, and aesthetics; justification; cuing by means of headings, underlining, and questions; paragraphs and column format; vertical typography and segmentation; and format and layout. A bibliography of sources cited is provided. (BBM)

ED 211 123 IR 010 085

Cuadra, Carlos A. And Others

A Library and Information Science Research Agenda for the 1980s: Final Report.

Cuadra Associates, Inc., Santa Monica, Calif.

Spons Agency-Office of Libraries and Learning Technologies (ED), Washington, D.C.

Pub Date-Feb 82

Contract-300-81-0022

Note-307p.

Pub Type- Historical Materials (060) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Financial Support, Information Dissemination, *Information Science, Information Services, *Library Research, *Library Science, Library Services, Literature Reviews, National Programs, Needs Assessment, Planning, *Research Needs, *Research Opportunities

Identifiers-*Agendas, *Agenda Setting, Gatekeeper Role

This report presents the results of a project designed to assist the Department of Education, Office of Libraries and Learning Technologies (OLLT), and the wider community serves to identify research priorities for the 1980s in the field of library and information science. The rationale for establishing a national research agenda for the 1980s is discussed, and definitions of library science, information science, and research are presented. The project design and methodology are described, with special emphasis on the nature and function of the centerpiece of the project, a 3-day meeting at which carefully selected library and information science professionals evaluated and ranked topics for research in order to establish a Research Agenda. A summary report of this meeting is included as well as the Research Agenda, which is made up of 20 projects in four broad areas, and discussion of interpretations and possible uses of the Research Agenda. A list of meeting participants, 13 tables, and a 55-item bibliography accompany the text. Appended to the report are the results of a literature scan on library information science research, full descriptions of research agenda projects, and summaries of non-agenda projects. (JL)

Cuadra, Carlos A. And Others

A Library and Information Science Research Agenda for the 1980s: Summary Report.

Cuadra Associates, Inc., Santa Monica, Calif.
Spons Agency-Office of Libraries and Learning Technologies (ED), Washington, D.C.
Pub Date-Feb 82
Contract-300-81-0022
Note-54p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Information Science, Information Services, *Library Research, *Library Science, Library Services, Needs Assessment, *Research Needs, *Research Opportunities
Identifiers-*Agendas, Agenda Setting

This report summarizes the results of a project undertaken to assist the Department of Education, Office of Libraries and Learning Technologies (OLLT), and the wider community it serves, to identify research priorities in the field of library and information science. The background of the project is briefly described and the prject design is reviewed, with emphasis upon the function of the 3-day Research Agenda Meeting which was the center-piece of the project. An outline of the Research Agenda and a classification of Research Agenda projects by research area are followed by comments on the interpretation and use of the Research Agenda. Appended to the report are descriptive summaries of the 20 projects which comprise the agenda and a set of brief summaries of non-agenda projects. (JL)

ED 211 125 JC 790 568

Knoell, Dorothy M. And Others

Conference on Functional Literacy in the Community College Setting (Los Alamitos, California, July 1978).

Congreso Nacional de Asuntos Colegiales, Washington, D.C.; Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 79

Grant-400-78-0031

Note-151p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Academic Persistence, Allied Health Occupations Education, *Basic Skills, Bilingual Education, College Transfer Students, *Community Colleges, Competency Based Education, Counseling Services, Educational Research, *Functional Literacy, High Risk Students, Job Training, *Literacy Education, *Minimum Competencies, Minority Groups, Nursing Education, Reading Skills, *Remedial Mathematics, Research Needs, Transfer Programs, Two Year Colleges, Vocational Education

The conference papers included in this collection address issues of concern to literacy development in the community college. Functional Literacy and Persistence in the Community College,'' by Dorothy M. Knoell, raises questions about student persistence in the absence of requisite skills. Training Perspective on Functional Literacy Vocational-Occupational,'' by Sister Anne Joachim Moore, considers several topics pertaining to competency-based approaches to job training. Arthur M. Cohen's article, Functional Literacy in Transfer Programs,'' gives particular emphasis to minority students. Next, Janice R. Kennedy examines Technical/Occupational Training in the Community College'' in terms of students' and the public's demands.

Functional Literacy as Related to Licensure of Health Professionals,'' by Betty Fowler Thompson, discusses the problems associated with the deficient reading skills of many associate degree nursing students. Pepe Barron's article, Bilingual Education at the Community College and Functional Literacy,'' presents research needs and questions to be considered in several areas related to bilingual education. Next, M. J. Fujimoto provides A Look at Counseling and Guidance in Promoting Basic Skills Instruction in the Community Colleges,'' and Richard E. Schutz proposes a plan for community college research and development investments in functional literacy. Finally, Mathematics'' by A. R. Trujillo defines minimum mathematical competency and assesses the community college role with regard to mathematical literacy. (AYC)

ED 211 126 JC 810 360

University of Hawaii at Manoa Graduates with Community College Background. Community Colleges, Academic Year 1979-80.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No.-IRACC-19
Pub Date-May 81
Note-14p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Graduates, *College Transfer Students, Community Colleges, *Degrees (Academic), *Majors (Students), Postsecondary Education, *State Universities, Tables (Data), Two Year Colleges, Two Year College Students

Data were collected on the number of transfer students from six of Hawaii's community colleges (i.e., Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward) who earned degrees at the University of Hawaii at Manoa (UHM). The data, obtained from UHM's Admissions and Records Office and student enrollment reports, reveal that the number of graduates with community college backgrounds increased from 530 in 1974-75 to 936 in 1979-80. Of the 936 graduates with community college backgrounds, 40% had Arts and Science majors, 14% Business Administration majors, 14% Tropical Agriculture and Human Resources majors, and 14% Education majors. Among these 936 graduates, 73 earned advanced degrees, accounting for 6% of the total number of UHM graduates earning advanced degrees. The remaining 863 graduates comprised 30% of the total number of UHM graduates receiving baccalaureate and associate degrees and certificates. The UHM college which had the largest proportion of community college transfer students receiving advanced degrees was the College of Education, where 21 of the 73 advanced degrees were awarded. The bulk of the report is composed of data tables which present graduation figures by major for the community college transfers as a whole and for graduates by community college of origination. The data cover the years 1974-75 through 1979-80. An appended table presents information on University of Hawaii at Hilo graduates with community college backgrounds for 1979-80. (HB)

CBE Implementation Manual for Gateway Technical Institute.

Gateway Technical Inst., Kenosha, Wis.
Pub Date-81
Note-194p.
Available from-Gateway Technical Institute, 3520 30th Avenue, Kenosha, WI 53142 ($10.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Behavioral Objectives, *Competency Based Education, *Curriculum Development, Educational Objectives, Educational Philosophy, Education Work Relationship, Flow Charts, General Education, Instructional Materials, Learning Activities, *Learning Modules, Models, Occupational Information, Occupational Mobility, Student Certification, Technical Institutes, Two Year Colleges, Vocational Education, Worksheets

Designed as an aid for staff at Gateway Technical Institute, this manual provides step-by-step instructions for the implementation of competency-based education (CBE) in occupational and general education programs. After presenting a CBE model and listing the functions of Gateway's CBE curriculum advisors, the manual details procedures for each of the sequential steps in Gateway's CBE implementation process: (1) developing a general statement of philosophy for each program area; (2) developing a statement of goals that articulate the desired outcomes for each program; (3) producing a descriptive list of occupations for which the program prepares students; (4) preparing a mobility chart delineating the common career paths followed by persons who enter these occupations; (5) involving faculty, program curriculum committees, and advisory committees in the writing, assessment, and validation of broad competency statements for each program; (6) writing, formatting, and approving modules which, for each competency statement, detail the value of the competency, instructional content, desired learning outcomes, methods of assessment, learning activities, and resource materials; (7) revising the modules when needed; (8) writing specific competencies to be incorporated in individualized learning packages; and (9) writing and formatting certificates of competence. Forms, procedural flow charts, sample modules, and other aids are included throughout the manual. (JP)

ED 211 128 JC 810 459

Cardinal, Judith Lyman

The Influence of Some Social Network Characteristics on Persisting/Non-Persisting Transfer Students from Nine Urban Community Colleges to UCLA.

Pub Date-81

Note-215p.; Ph. D. Dissertation, University of California, Los Angeles.

Available from-University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 81-20, 295, MF $9.00, Xerography, $18.00).

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Academic Persistence, *College Transfer Students, Community Colleges, *Dropouts, *Enrollment Influences, Interpersonal Relationship, Postsecondary Education, *Reference Groups, Self Concept, State Universities, *Student Characteristics, Two Year College Students

Identifiers-Los Angeles Community Colleges CA, University of California Los Angeles

A study was conducted to compare the social network characteristics of persisting and nonpersisting students who transferred from the Los Angeles Community College District (LACCD) to the University of California, Los Angeles (UCLA). In addition to determining the composition, durability, and intensity of these students' social relationships, the study examined the students' demographic characteristics; attitudinal and behavioral characteristics, such as degree aspirations, sources of financial support, and living arrangements; and personality characteristics related to locus of control. The study population included 1,001 students who transferred from the LACCD to UCLA between Fall 1977 and Fall 1979 and a contrast population of 400 students who transferred from the LACCD to the California State Universities at Los Angeles and Northridge. Survey data, obtained from 64% of the transfer students who received mailed questionnaires (N=502), were supplemented with interview data from 47 UCLA transfers. The study revealed that: (1) nonpersisters' social networks tended to be composed of older married persons met at work; (2) nonpersisters tended to have fewer contacts with members of their social networks; (3) nonpersisters' networks tended to be more close-knit and of longer duration; and (4) UCLA persisters and nonpersisters differed in demographics, self perceptions, and measures of quality of effort. The study report includes a literature review and the questionnaire. (KL)

ED 211 129 JC 810 504

Junior and Community College Research, Texas, 1980-81. The 1981 Research Report to the Texas Association of Junior and Community College Instructional Administrators.

Texas Association of Junior and Community Coll. Instructional Administrators.

Pub Date-Jun 81

Note-128p.; Not available in paper copies due to the marginal reproducibility of the original document. Prepared by the Research Committee.

Pub Type- Collected Works - General (020) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Persistence, Administrator Attitudes, Administrator Characteristics, Collective Bargaining, College Administration, *Community Colleges, Developmental Studies Programs, Educational Benefits, Flight Training, Leadership Styles, Part Time Faculty, School Community Relationship, School Holding Power, School Surveys, Student Characteristics, Student Problems, Teaching Methods, Two Year Colleges, *Two Year College Students, Women Faculty

Identifiers-*Texas

Reports and abstracts are presented for research conducted during 1981 on community college education in Texas. Four institutional research reports are provided first: an evaluation of the effectiveness of the developmental studies program at North Harris County College; a study of retention patterns at Amarillo College by Stanley Adelman and Kay Henard; a survey of part-time faculty at Austin Community College (ACC) by Susan Reid and Sula Hurley; and a study of the economic impact of ACC. Next, short summaries are presented for six additional studies: (1) a statewide assessment of college presidents' attitudes toward faculty collective bargaining by Joseph Birmingham; (2) an analysis of the problems of community college freshmen by Joe Rode; (3) a study of the effects of a mediated program of instruction in helicopter pilot training by Robert Hotes; (4) an investigation of perceptions of leadership behavior held by deans and directors of student personnel services by David Parker; (5) a statewide study of classified staff decision making in policy determination, administration, and working conditions; and (6) a comparison of self-perceived leadership styles of female administrators and the perceptions of their subordinates. The titles of relevant University of Texas at Austin dissertation titles are listed prior to a report by the Texas Association of Junior and Community College Instructional Administrators Research Committee. (KL)

ED 211 130 JC 810 510

Aronson, Nancy

Course Completion Rates, Volume and Efficiency Measures, and Grade Distributions, 1979-1980.

Mercer County Community Coll., Trenton, N.J.
Report No.-OIR-81-02
Pub Date-Aug 80
Note-43p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Credits, Community Colleges, *Courses, Departments, *Dropout Rate, *Educational Trends, *Enrollment Trends, *Grade Point Average, *Grades (Scholastic), Two Year Colleges

This five-part report provides a compilation and analysis of data on student completion of courses at Mercer County Community College between summer 1979 and spring 1980. After an executive summary of findings, Part II provides background information on the study, which examined volume measures, such as credit hours, and success indicators, such as completion rates. Part III provides data on course completion rates, which were computed by dividing the number of students who received successful grades (A to D) by the number of students receiving successful grades plus the number of students who withdrew or did not complete the course. Completion rates by campus and semester are given for both day and evening students and for each department. Part IV presents the rank order of 100 courses according to the volume and efficiency measures of headcount enrollment, enrolled credit hours, earned credit hours, and credit hours not earned. Finally, Part V examines grade distributions in credit courses and student grade point averages (GPA's) by department, course discipline, and course. Findings, which are contrasted where possible with data from previous years, include the following: (1) completion rates fell from .77 in 1974-75 to .68 in 1978-79 and then registered a slight rise to .69 in 1979-80; (2) net departmental course completion rates ranged from .93 for Library to .61 for Math/Physics/Computer Science; and (3) the grade B was consistently the most commonly assigned grade. (HB)

ED 211 131 JC 810 521

Beuhner, Sandra

San Diego Community College District Reprographic Services Study.

San Diego Community Coll. District, Calif.

Pub Date-15 Jun 81

Note-42p.; Conducted for Chancellor Peed. Several Pages may not reproduce clearly because of small or light print.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Centralization, Community Colleges, *Cost Effectiveness, Costs, Educational Legislation, Equipment, *Equipment Utilization, *Facility Inventory, Multicampus Districts, Needs Assessment, Printing, *Reprography, Surveys, Two Year Colleges

In 1981 a study was conducted at the San Diego Community College District to: (1) identify the types and quantity of internal reprographic services currently being provided in the District; (2) identify the types of services for which the District was contracting with outside printers; (3) provide an inventory of reprographic equipment in the District; (4) establish definitions of terms such as ``instructional support'' and ``administrative reprographics''; (5) evaluate the cost-effectiveness of the District's reprographic expenditures; and (6) provide alternatives or recommendations. The study's methodology included interviews with all District reproduction supervisors, all educational center instructors, and various administrators; surveys of in-house production work; analyses of contracting techniques and costs; and comparisons with other local educational facilities. The study revealed that the District's use of reprographic services was not cost-effective: machines were not used to full capacity; equipment operators lacked the knowledge to effectively use the machines; request forms were not standardized; outside vendors were being used when in-house facilities could have been used more cheaply; and more space and more effective equipment were needed. The study report provides detailed findings, conclusions, and recommendations. Appendices outline three alternatives for reorganizing the District's reproduction services, define terms, illustrate forms, and present relevant sections of the Education Code. (AYC)

ED 211 132 JC 810 531

Faculty Handbook, 1981-1982.

Peralta Community Coll. System, Berkeley, Calif. Vista Coll.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-81
Note-122p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrative Policy, Adult Learning, College Administration, *Community Education, *Faculty College Relationship, Faculty Development, Faculty Handbooks, *Institutional Characteristics, *Noncampus Colleges, Outreach Programs, Part Time Faculty, Student Personnel Services, Teacher Orientation, Teacher Responsibility, *Teaching Methods, Teaching Skills, Two Year Colleges

This four-part faculty handbook provides information on Vista College (VC), a community college without a traditional campus; its administrative procedures and resources; and on various aspects of instruction. Following introductory material, Section I provides background information about VC, including college objectives, student characteristics and goals, faculty characteristics, facilities and programs, and community participation. Section II outlines administrative procedures, regarding, for example, registration, class size, attendance, grading, and instructor evaluation. Resources and services are examined in Section III, which covers: (1) teaching resources for faculty (i.e., teaching/learning consultants; a faculty journal; seminars, workshops, and papers; a professional resource library; and faculty support groups); (2) instructional support services, such as audiovisual, printing, and duplicating services; supplies; and course publicity; and (3) student counseling services, including individual and class-site, group counseling and programs for the disabled. The final section presents articles on teaching at non-campus colleges. Topics covered include general teaching tips, adult learners, course outlines and overviews (with examples), first-class meetings, assessment procedures, course development, and community classrooms. Also included are a glossary, bibliography, and articles on theory and practice from the VC faculty journal. (KL)

ED 211 133 JC 810 548

Heelan, Cynthia M.
A Program of Staff Development (a Proposed Model) for Credit-Free Instructors.
North Hennepin Community Coll., Minneapolis, Minn.
Pub Date-80
Note-86p.

Pub Type- Information Analyses (070) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, *Adult Educators, Community Colleges, *Community Services, *Faculty Development, Faculty Evaluation, Inservice Teacher Education, Noncredit Courses, *Part Time Faculty, Professional Recognition, Questionnaires, School Surveys, Teacher Attitudes, Teacher Characteristics, Teacher Orientation, Two Year Colleges
Identifiers-Student Accountability Model

This six-chapter report describes a study of staff development for community services faculty at North Hennepin Community College (NHCC) and proposes a model program. After Chapter I introduces community services instruction at NHCC, past staff development efforts, and the scope and limitations of the study, Chapter II reviews the literature on community college staff development. Chapter III examines methods of data collection (i.e., a survey of 72 instructors of noncredit courses) and analysis. Chapter IV presents the results of the survey, providing information on respondents' tenure as a community services instructor; current occupation; perceptions of NHCC orientation, evaluation, and in-service training; familiarity with instructional issues and college services and resources; preferred learning methods; interest in sharing class experiences; and career plans. Chapter V examines the implications of the study and presents conclusions and recommendations. A model program is outlined in Chapter VI, which establishes the assumptions underlying the program and delineates its seven components: (1) pre-hiring interview; (2) contract development; (3) orientation; (4) evaluation; (5) in-service activities, such as credit courses on adult learners; (6) a recognition system; and (7) creation of a staff development committee. Appendices contain the survey instrument, instructor evaluation forms, a job description, and an application form. A selected bibliography is included. (KL)

ED 211 134 JC 810 549

O'Brien, Maureen B. And Others

Physically Handicapped in Science: Final Project Report.

Saint Mary's Junior Coll., Minneapolis, Minn.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-5 Dec 80
Grant-NSF-SPI-78-03758
Note-126p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Audiovisual Aids, Blindness, Braille, *College Science, Large Type Materials, Low Vision Aids, Partial Vision, Private Colleges, Program Descriptions, Program Evaluation, Raised Line Drawings, Science Equipment, *Science Instruction, Science Teaching Centers, *Sensory Aids, Teacher Developed Materials, Two Year Colleges, *Two Year College Students, *Visual Impairments

A two-year project was conducted by St. Mary's Junior College to improve the science literacy of visually-impaired students (VIS) through the adaptation of instructional methods and materials. A four-step process was used: (1) learning materials were reviewed to identify problem areas; (2) preliminary adaptations were made based on the review; (3) adaptations were piloted in the science lab or classroom with a small group of VIS; and (4) the information learned was applied in further modifications. Using this process, adaptations were developed and implemented for the following courses: Human Anatomy and Physiology, Man in Nature, General Chemistry, Biochemistry, Pathology, Microbiology, Physics, and Introduction to Clinical Embryology. Science faculty expressed satisfaction with the adapted learning experiences, and VIS were able to attain learning objectives using the adapted materials and equipment. As an outgrowth of the project, a Science Learning Center was constructed to provide all SMJC students with access to the adapted science materials in a more informal setting. The project report outlines specific course and classroom adaptations that were completed, identifying the unit, the modification needed and how it was implemented, the outcomes, evaluation activities, additional modifications suggested, and personnel involved. Extensive appendices provide detailed charts, course descriptions, a project plan, testing and taping procedures, and lists of project purchases and resources. (Author/KL)

ED 211 135 JC 810 566

Compilation of and Comparison of Student Credit Hours between MGCJC and the Eight State Universities.

Mississippi Gulf Coast Junior Coll., Perkinston.
Report No.-MGCJC-80-81-19
Pub Date-6 May 81
Note-11p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Credits, *Community Colleges, *Enrollment, Full Time Students, Higher Education, Majors (Students), Part Time Students, *State Universities, Summer Schools, Two Year Colleges

An analysis of the total student credit hour (SCH) production for 1980-81 at Mississippi Gulf Coast Junior College (MGCJC) is presented and compared to the 1979-80 summer and regular session lower-division SCH production at the eight Mississippi state universities. First, the findings for MGCJC are presented, including: (1) 47% of the students attended full-time and produced 71.7% of the SCH; (2) 53% attended part-time and produced 23.8% of the SCH; (3) 10% were vocational students who produced 17% of the SCH; (4) 27.7% were technical students who produced 24% of the SCH; and (5) 67% were academic students who produced 58.9% of the SCH. Next, the report compares the SCH production at MGCJC with lower division SCH production at the state universities, noting that MGCJC summer SCH production was greater than the lower-division summer production at any of the state universities; that MGCJC regular session SCH production surpassed the regular session production at each of the state universities; and that MGCJC total SCH production exceeded the total SCH production (including lower, upper, and graduate divisions) of all but three of the state universities. In concluding, the report points out the significance of the data and affirms the study methodology. Data tables are appended. (KL)

ED 211 136 JC 810 570

Dennis-Rounds, Jan

A Survey of Non-Returning Vocational Students: SAM Follow-Up 1979-80.

Cerritos Coll., Norwalk, Calif.

Pub Date-Aug 81

Note-35p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Graduates, College Transfer Students, *Dropouts, *Education Work Relationship, *Employment Patterns, Females, Followup Studies, Males, Participant Satisfaction, Questionnaires, *Two Year College Students, *Vocational Education, Vocational Followup

A follow-up study was conducted at Cerritos College (CC) to determine the employment characteristics of vocational program completers, the usefulness of course work to the skills and knowledge needed on the job, and the improvements needed in course work. Study findings, based on responses from 537 program completers, or 46% of the sample, include the following: (1) 58% of the respondents were female; (2) 63% of the sample were ``achievers,'' i.e., had completed at least one advanced-level vocational course, but had not received a degree or certificate; (3) 81% of the former students were employed, with 68% working full-time and 12% working part-time; (4) 26% were attending another college and 58% indicated their intention to return to school; (5) 27% felt that their course work had helped them get their present job and 23% advanced in jobs due to course work; (6) 60% of the graduates and 48% of the achievers rated their preparation for continuing their education highly; (7) compared to females, male respondents were more likely to be employed or seeking employment, employed full-time, and attending or planning to attend college; and (8) compared to achievers, graduates were more likely to be employed and working in new jobs related to their education, to give higher ratings of their preparation, and to be attending school. The study report details findings, provides comparisons with previous studies, and is appended by raw data, student comments, and the questionnaire. (AYC)

ED 211 137 JC 810 575

Clark, Robert M.

Math Courses Survey: Math 5A Math Analysis I.

Kings River Community Coll., Reedley, Calif.
Pub Date-16 Oct 81
Note-7p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *College Mathematics, Community Colleges, Educational Background, Grade Point Average, *Grade Prediction, Predictive Validity, *Predictor Variables, Quantitative Tests, Scores, Two Year Colleges

In 1981 a study was conducted at Kings River Community College to determine whether there were student characteristics that could help predict success in a college-level calculus course (Math Analysis I). Subjects for the study included all students enrolled in Math Analysis I in fall 1979 or fall 1980. Student records were examined to establish year of high school graduation, high school attended, placement test taken and math score, high school grade point average (GPA), high school math courses and grades, college units taken prior to Math Analysis I, GPA of college courses before Math Analysis I, and other college math courses and grades. A C grade or better in Math Analysis I was used as the measure of success. The study revealed that students had a less than 50% chance of succeeding in Math Analysis I if they: (1) scored less than the 94th percentile on a math achievement test; (2) had less than a 3.0 GPA in high school; (3) received less than a B in any high school math class; (4) received a grade of less than B in any other college math course; or (5) had less than a 3.0 college GPA. The Math Analysis I instructor suggested that high risk students be encouraged to take Trigonometry in the fall semester, College Algebra in the spring semester, and then, if successful, take Math Analysis I the following fall. (KL)

ED 211 138 JC 810 604

Kelly, J. Terence

Restructuring the Academic Program: A Systems Approach to Educational Reform at Miami-Dade Community College.

Miami-Dade Community Coll., Fla.

Pub Date-Apr 81

Note-7p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Standards, College Administration, *College Planning, College Role, Community Colleges, *Core Curriculum, Curriculum Development, Educational Change, *Educational Objectives, Educational Technology, Flow Charts, General Education, *Program Development, Student Development, Student Educational Objectives, *Systems Approach

Identifiers-*Miami Dade Community College FL

In fall 1975 a study of the General Education program at Miami-Dade Community College (MDCC) was initiated to determine the appropriate role of an open-door community college in preparing students to live in and contribute positively to society. The central assumption underpinning the three-year study was that a General Education program should develop and integrate every student's knowledge, skills, attitudes, and experiences so that he/she can engage in a lifelong process of inquiry and decision making. To effect this goal a systematic approach to the total educational process was developed involving a core'' curriculum of five courses, i.e., the Natural Environment, the Social Environment, Humanities, Communications, and the Individual, plus second-level courses in the humanities, social and natural sciences and elective General Education courses. The changes in the curriculum were complemented by a commitment to continuously monitor student progress and provide guidance from the time of application for admission to graduation. This involves assessment of student abilities on arrival; the matching of individual skills to appropriate programs; the continuous monitoring of student progress by faculty; and the application of computer technology to provide information to students. Established standards of academic performance are maintained through a system of academic warnings and suspensions. An illustration of MDCC's student flow model is appended. (HB)

ED 211 139 JC 810 622

Parsons, Michael H. Ziegler, John A.

Hagerstown Junior College. Return to Industry by Career Education Faculty.

Hagerstown Junior Coll., Md.

Pub Date 2 Nov 81

Note-56p.; Report prepared for the National Conference of the National Council for Staff, Program, and Organizational Development (Philadelphia, PA, November 2, 1981).

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges, Evaluation Methods, *Faculty Development, Off the Job Training, Professional Continuing Education, Program Evaluation, Questionnaires, *School Business Relationship, Technological Advancement, *Trade and Industrial Teachers, Two Year Colleges, Vocational Education Teachers

The community college student population has changed radically in recent years with the influx of more part-time students, minorities, women, and those changing careers. In many cases the perceptions and skills of faculty members have not kept pace with the changing educational and job expectations of these new students. Staff development programs, initiated to remedy this situation, often do not adequately serve occupational faculty, who must draw their expertise from the work place and who in many cases have not practiced their specialty for many years. At Hagerstown Junior College, the Return to Industry program was initiated to bridge the gap between changes in industry and occupational programs in the community college. The grant-sponsored project provides the opportunity for occupational faculty to reinforce, update, or expand the skills and knowledge required to keep current with changing technology in their professions. Since summer 1978, faculty members from 13 of the college's 14 occupational programs have returned to industry. Formative and summative evaluations of these experiences have revealed the strength of the concept and its benefits to the host industries, the participants, and the school. This descriptive report is appended by examples of the instruments used to assess faculty and industry needs, guidelines for industry-school cooperation, the faculty proposal format, criteria for evaluating faculty proposals, sample agreements, evaluation forms, and other related materials. (HB)

ED 211 140   JC 810 624

Analysis of Persistence after Four Semesters: Fall 1979 Entering Students. Student Flow Program, Report 15.

Hawaii Univ., Honolulu. Kapiolani Community Coll.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Sep 81
Note-41p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Persistence, College Graduates, Community Colleges, *Dropouts, Educational Background, Females, Full Time Students, Males, Married Students, Part Time Students, Single Students, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students
Identifiers-Stopouts

In September 1981, a study was conducted to determine the number and proportion of students entering Kapiolani Community College in fall 1979 who: (1) attended only one semester (non-persisters); (2) attended two or three consecutive semesters, dropped out and never returned (stop-outs); (3) attended one or two semesters, dropped out, but again registered at KCC (in-outs); (4) attended all four semesters but had not graduated (persisters); and (5) graduated by the end of the fourth semester with a degree or certificate (graduates). The following personal and academic characteristics were used in the analysis: sex, age, marital status, high school and college background, new/transfer status, full-/part-time status, educational objective, major, grade point average (GPA), credit-completion ratio (CCR), financial aid, placement test scores, and academic status. The study revealed that of the fall 1979 entering group (N 2,005), 28% were non-persisters, 32% were stop-outs, 5% were in-outs, 29% were persisters, and 5% were graduates. Graduates were found in especially high proportions among candidates for certificates, students whose CCR's were 1.00, and students with GPA's of 3.0 to 3.4. Persisters were found in especially high proportions among students who completed 80% to 99% of the credits attempted and students with GPA's between 2.0 and 2.9. High proportions of non-persisters had no particular degree objective. Data tables and comparisons with a four-semester persistence study of fall 1975 entering students are provided. (AYC)

ED 211 141 JC 810 636

Smith, Milton L.

Part-Time Faculty in Private Junior Colleges.

Southwest Texas State Univ., San Marcos.
Pub Date-Nov 81
Note-14p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Church Related Colleges, *College Faculty, Employment Practices, Faculty Evaluation, Faculty Workload, Full Time Faculty, National Surveys, Noninstructional Responsibility, *Part Time Faculty, *Private Colleges, Proprietary Schools, Teacher Employment Benefits, Teacher Recruitment, *Two Year Colleges

In spring 1981, a study was conducted to determine the status of part-time faculty in private, two-year colleges. Presidents at 84 church-related colleges, 76 independent, non-profit colleges, and 10 independent, profit colleges were asked to provide information on the number of part-time faculty employed; the increase or decrease in part-time faculty between 1979-80 and 1980-81; subject areas taught; average teaching load; salaries; expectations in the areas of student advisement, faculty meeting attendance, and committee service; in-service orientation; fringe benefits; educational background and teaching experience of part-time faculty as contrasted to full-time faculty; bases for teacher evaluation; reasons for employing part-time faculty; and sources of part-time instructors. Study findings, based on a 51% response rate, include the following: (1) 99% of the respondents employed part-time faculty; (2) business was the subject area for which part-time faculty were most frequently employed; (3) 45% of the respondents indicated that the average load was one course per term; (4) 71% provided part-time faculty with office space; (5) only 10% of the responding schools awarded equal benefits to part- and full-time instructors; (6) part- and full-time faculty were evaluated on the same bases at 83% of the colleges; and (7) 52% of the respondents indicated that most part-time instructors were employed full-time elsewhere. The study report presents findings by institution type. (KL)

ED 211 142 JC 810 644

Freeman, Nancy S.

Role Orientation of Community College Occupational Faculty.

Pub Date-7 Nov 81
Note-36p.; Paper presented at the Annual University of South Carolina Conference on Educational Issues and Research (3rd, Columbia, SC, November 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Full Time Faculty, Identification (Psychology), Job Satisfaction, Literature Reviews, *Part Time Faculty, *Role Perception, *Teacher Attitudes, *Teacher Characteristics, Two Year Colleges, *Vocational Education Teachers

A study was conducted at a multicampus community college in Michigan to determine the role orientation of full- and part-time occupational faculty. In addition to collecting demographic data, the study sought to determine whether faculty were locals, characterized by a high level of loyalty to the organization and a low commitment to specialized role skills; cosmopolitans, in whom the levels of loyalty and commitment are reversed; or local-cosmopolitans, belonging to an intermediate category. The study population included 105 full-time faculty members and 193 part-time faculty members in the allied health, business/public service, and industrial technology divisions. Analyses of the responses from 89% of the full-time and 67% of the part-time instructors revealed that part-time faculty identified with the organization more than the literature suggested, indicating, perhaps, high levels of goal realization among this group. Likewise, expectations that full-time faculty would be locals and part-time faculty would be cosmopolitans were not borne out. The loyalty and expertise needed in the institution appeared to be balanced in the two groups. The study report reviews the literature on part-time faculty, discusses cosmopolitan/local theory and its application in previous studies, details study methodology and findings, and provides recommendations for further research. The survey instrument and an extensive bibliography are appended. (Author/HB)

ED 211 143 JC 810 647

Lay, L. Clark

An Honors Approach to Remedial Instruction.

Pub Date-9 Oct 81
Note-21p.; Paper presented at the National Convention of the American Mathematical Association of Two-Year Colleges (New Orleans, LA, October 7-11, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Algebra, Community Colleges, *Mathematical Concepts, *Remedial Instruction, *Remedial Mathematics, Student Placement, *Teaching Methods, Two Year Colleges

A rationale is presented for an honors approach to remedial algebra instruction. Beginning with questions to be considered in the initial placement of students, the paper suggests that remedial students be enrolled at a level low enough to provide them with a reasonable chance to be good, even honors, students. It goes on to identify and contrast two approaches to mathematics instruction, Advanced Mathematics from an Elementary Standpoint (AMES) and Elementary Mathematics from an Advanced Standpoint (EMAS), and concludes that EMAS is more appropriate for remedial classes. The paper then suggests beginning instruction at the 4th-grade level, an achievement level common to remedial students, and enumerates the algebraic concepts accessible to students at this level. Several broad assumptions are then enumerated concerning remedial mathematics instruction, e.g., the low mathematical competence among students, the failure of past curricular reforms, sources of student difficulties in mathematics, the appropriate sequencing of concepts in instruction, and the need for content improvement in courses. In the remainder of the paper, three examples of using EMAS methods to teach the transformation and solution of linear equations are presented and illustrated. These examples illustrate the analysis of linear equations using the monoids for addition and multiplication and the partial groupoids for subtraction and division which are basic math competencies at the 4th-grade level. (KL)

ED 211 144 JC 810 648

Dean, C. Thomas

Teachers-Faculty as Trustees: Confrontation or Cooperation?

Pub Date-Sep 81

Note-13p.; Paper presented at the Annual Convention of the Association of Community College Trustees (12th, Boston, MA, September 22-26, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators, *Board Administrator Relationship, *Board Candidates, College Administration, *College Faculty, Community Colleges, Governing Boards, *Group Dynamics, Interprofessional Relationship, *Trustees, Two Year Colleges

Increasingly, teachers and administrators are being appointed and elected to boards of trustees, a situation which creates more understanding between boards and college faculties and at the same time introduces patterns of potential board conflict. Good boardsmanship is a combination of many factors, including knowledge of laws, regulations, educational practices, and trends, as well as sound judgement; both can be acquired through experience in education or in business and industry. It is generally agreed that boards should have a good balance of backgrounds and talents and not be dominated by any particular profession or viewpoint. The determining factors in successful boards are: (1) positive attitudes and expectations; (2) an understanding of the politics of education and the impact of board policy decisions on college goals; (3) unbiased relationships between the board and the college faculty; (4) a balanced board that includes well-chosen lay representatives; and (5) unprejudiced consideration of the recommendations of the college administration. Since boards are expected to serve as a check on the vested interest of internal groups, faculty and administrators should not serve on the board of the same college in which they hold a position. A survey of 14 community college boards of trustees and college presidents revealed a variety of attitudes on the benefits and problems associated with educators serving on boards. (The paper includes an enumeration of study findings.) (KL)

ED 211 145 JC 810 649

McCabe, Robert H.

Why Miami-Dade Community College Is Reforming the Educational Program.

Miami-Dade Community Coll., Fla.
Pub Date-Mar 81
Note-7p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Academic Standards, Access to Education, *College Planning, *College Role, *Community Colleges, *Educational Change, *Educational Objectives, Program Development, Two Year Colleges
Identifiers-*Miami Dade Community College FL

Profound changes have taken place in American community colleges in the last three decades. During the late 1960s, a desire to remove social inequities and to increase social mobility brought about a general educational liberalization which broadened access to education and limited constraints on passage through the educational system. Falling educational standards in the 1970s, however, led to increased public dissatisfaction and an unwillingness to continue funding at previous levels. To reconcile the conflicting demands of academic excellence and open access constitutes the major challenge to educational policy for the 1980s. In the face of this challenge, in 1975, Miami-Dade Community College (MDCC) undertook a three-year study which concluded that a systematic reform of its educational program was necessary to continue the open door'' policy while strengthening academic standards. Six directions for college policy were taken: (1) increased expectations of student performance; (2) more information provided to students on their performance; (3) greater college direction; (4) variable time and variable service programs for students; (5) a commitment to maintain standards; and (6) the suspension of students whose performance is inadequate. This rationale for the reform of MDCC's program is appended by a summary presentation of evidence of improved student performance seen one year after the educational reforms were implemented. (HB)

ED 211 146 JC 810 650

Fuller, Jack W.
MBO Pub Date-81
Note-27p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Definitions *Educational Administration, *Educational Planning, *Management by Objectives, Management Development, Organizational Objectives, Postsecondary Education

The concepts and components of Management by Objectives (MBO) are examined in terms of their application to educational administration. The paper begins by defining MBO, differentiating its components (e.g., individual and institutional goals and mission statements), and emphasizing the need for management styles conducive to objective management. Next, the steps in implementing MBO are listed and examined in detail; these include institutional goals, individual goals, periodic performance reviews, and end-of-year appraisal sessions. Then the mechanics of management objectives are considered, including writing styles (e.g., simple sentences, qualifying paragraphs, and columnar grids); classification of objectives as routine, problem-solving, innovative, or personal; measuring techniques; and the establishment of priorities. The section concludes with goal-setting guidelines, such as check relevant sources; be succinct and simple; make goals realistic and challenging; limit the number of goals from ten to 15; write out desired results, how they will be achieved, and the criteria of success; state criteria in ranges; set a target date; set priorities; and distribute goals. An administrative development program is then outlined, including such topics as the role of management, organizational development, decision making, delegation, creativity, and performance appraisals. Finally, a time-table for implementing MBO is elaborated. An extensive bibliography is provided. (KL)

ED 211 147 JC 810 664

Vaughan, George B. Davies, Gordon K.
Community Colleges and the Future: The National Scene Piedmont Virginia Community Coll., Charlottesville, Va.
Pub Date-16 Sep 80
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Collective Bargaining, College Administration, College Curriculum, College Faculty, *Community Colleges, Educational Objectives, *Educational Planning, *Educational Trends, Enrollment, Enrollment Projections, Financial Support, *Futures (of Society), Governance, *Statewide Planning, Student Personnel Services, Two Year Colleges, Two Year College Students
Identifiers-*Virginia

In the first of the two addresses presented in this publication, George Vaughan examines trends likely to influence the development of community colleges in the United States. He predicts: (1) the increased representation of women, minorities, part-time, and older students will continue; (2) increased competition with higher education institutions and training programs for students in the traditional college age group (18 to 22 years) will intensify; (3) new faculty positions will be limited and faculty will be older and less mobile; (4) a more holistic approach to student development and the linking of counseling and instruction will become necessary; (5) flexibility and responsiveness to changing social needs and the adaptation to new technology will be required; (6) though community colleges will not be immune to economic pressures, funds to fulfill their missions are likely to be forthcoming; (7) the trend toward collective bargaining will continue and increased sharing of authority between faculty and administrators will be appropriate; and (8) outside intervention and regulation will increase. The second address, in which Gordon Davies examines trends for Virginia's community colleges, forecasts low growth in student numbers, underscores the need to increase faculty salaries, and enjoins educators and planners to carefully examine proposed and existing programs in terms of regional priorities, economic constraints, and community needs. (HB)

ED 211 148 JC 810 670

Farland, Ronn Murdoch, Allene

Gender Equity in the Community Colleges, 1977-1981.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-Dec 81

Note-34p.; Discussed as Agenda Item 13 at the Meeting of the Board of Governors of the California Community Colleges (San Jose, CA, December 10-11, 1981).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affirmative Action, *Community Colleges, Displaced Homemakers, Equal Education, Equal Opportunities (Jobs), *Nondiscriminatory Education, *Nontraditional Occupations, Program Descriptions, Sex Bias, *Sex Discrimination, *Sex Fairness, State Legislation, State Surveys, Student Personnel Services, Two Year Colleges, Womens Education

Identifiers-*California

This report reviews the scope and nature of activities undertaken in California's community colleges to eliminate bias, discrimination, and stereotyping on the basis of sex in vocational education between 1977 and 1981, following the passage of the state's Vocational Education Act of 1976. The historical inequities in education which the act sought to remedy are detailed and the economic significance of affirmative measures to combat sexual inequity emphasized. The report reveals that the provisions of the act and increased funding contributed to the development of women's centers in 50% of the community colleges and the provision of counseling and other services for women in 37% of the colleges. However, it also notes that the period 1978 to 1981 saw a decline in women's programs due largely to cutbacks in local funds. The report then provides a summary of projects funded under the act and specifies some benefits of the colleges' gender equity activities, including the correction of sex imbalances in course enrollments and the training of 7,000 to 8,000 personnel in awareness of legislation and identification of unfair treatment. The report concludes with a discussion of future directions in promoting equal opportunity for men and women and recommends a continued commitment to gender equity projects. Appendices provide details about the projects and their levels of funding. (HB)

ED 211 149 JC 810 671

Demaris, Colleen
An Approach to Marketing Vocational Programs.
Pub Date- 80
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Community Education, *Cooperative Education, Financial Support, *Inplant Programs, *Inservice Education, Labor Education, Off Campus Facilities, *Outreach Programs, Program Descriptions, Program Development, Public Relations, *School Business Relationship, Two Year Colleges
Identifiers-*Bellevue Community College WA

The Bellevue-in-the-Community-College (BCC) program meets the needs and interests of local businesses, industries, agencies, and clubs through credit and noncredit courses held at times and places convenient to employees and members. The program's primary goal is to provide instruction and training to those who cannot come to the college for their course work because of job demands and family obligations; but the program also serves to heighten the visibility of the college and increase public support. BCC offers five types of services: (1) regular academic course credit leading to a degree; (2) additional courses tailored to meet employees' needs and interests; (3) on-site instruction; (4) qualified instructors; and (5) use of library facilities. The program also offers several important benefits to the college, including continuous updating of course materials and information, information on courses that are useful to business and industry, exchange of personnel, program funding by the corporation, and additional public exposure. In establishing such a program, several preliminary steps should be taken. Potential participants should be identified and contacted; meetings should be arranged for discussing possible courses, schedules, facilities, and costs; and a follow-up letter should confirm the parties' expectations. At Bellevue the use of these procedures has resulted in cooperative arrangements with 11 businesses and the instruction of an additional 1,066 students in one year. (KL)

ED 211 150 JC 810 672

Richardson, Richard C., Jr.

Trustees and Missions of Arizona Community Colleges.

Pub Date-18 Sep 81
Note-15p.; Paper presented to the Arizona Association of Local Governing Boards (September 18, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgeting, College Planning, *College Role, *Community Colleges, Educational Administration, Educational History, *Educational Objectives, *Educational Planning, Educational Trends, Institutional Role, School Support, Statewide Planning, Teacher Motivation, *Trustees, Two Year Colleges

Through an understanding of the historical forces that raised the community college to prominence during the past decades and that are now threatening this position, the community college trustee can contribute to the process of securing a base for future progress. The period from 1961 to 1980 saw a tripling of the number of two-year colleges and an eightfold growth in student numbers as community colleges responded to the external pressures of the baby boom, civil rights movement, and technological changes. In today's world, however, concerns about fiscal constraints are accompanied by a shift in emphasis from access to meritocracy as the guiding value in the public priorities for

postsecondary education. Much confusion about the mission of the community college stems from these opposing values. Two issues of paramount concern have arisen out of the confrontation between increasingly constrained resource allocations and aspirations for continuing growth and mission expansion. The first of these involves educational quality, while the second concerns faculty commitment, defined as the ability to recognize, agree upon, and contribute to educational priorities. In addressing these issues, trustees of Arizona's community colleges might consider several alternatives, including working with the State Board in its review of the mission of the community colleges; encouraging administrators to experiment with establishing priorities among services; and obtaining information about costs and levels of quality. (HB)

ED 211 151 JC 810 679

Breneman, David W. Nelson, Susan C.

Financing Community Colleges: An Economic Perspective. Studies in Higher Education Policy.

Brookings Institution, Washington, D.C.

Report No.-ISBN-0-8157-1063-1

Pub Date-81

Note-222p.

Available from-The Brookings Institution, 1775 Massachusetts Ave., N.W., Washington, DC 20036 (paper, $8:95, cloth, $22.95).

Pub Type- Books (010) - Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-College Role, *Community Colleges, Educational Economics, *Educational Finance, *Educational Objectives, *Educational Planning, Enrollment Trends, Federal Aid, *Financial Policy, Financial Problems, *Financial Support, Outcomes of Education, State Aid, Student Financial Aid, Two Year Colleges

This monograph addresses questions of community college financing in the broader context of educational purpose and priorities. An economic perspective is presented in Chapter I, which discusses the modes and levels of financing community colleges, policy questions related to the community college mission, and types of educational programs currently provided. Chapter II discusses the efficiency of community college education in terms of the theory of public finance, economic theory, and the outcomes of community college education and provides an analysis of a nationwide follow-up study of high school students. The discussion of equity in Chapter III concentrates on the implications of tuition and student aid, intersectoral equity in the distribution of state and local support for postsecondary education, and interdistrict equity in the provision of local support for community colleges. Chapters IV and V move to a pragmatic level in discussing federal and state aid within a framework focusing on the efficiency and equity of the total educational system. The final chapter considers the future of the community colleges in light of the difficulties which the 1980s are likely to pose for all higher education institutions, summarizes the content of previous chapters, and discusses their implications. Tables provide data on enrollment, federal and state aid, student financial aid, educational outcomes, tuition levels, etc., throughout the book. (HB)

ED 211 152 JC 820 001

Keim, William A., Ed. Keim, Marybelle C., Ed.

Marketing the Program. New Directions for Community Colleges, Number 36.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-ISBN-87589-814-9

Pub Date-Dec 81

Contract-400-78-0038

Note-130p.

Available from-Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($6.95).

Journal Cit-New Directions for Community Colleges; v9 n4 Dec 1981

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Community Colleges, Mass Media, Needs Assessment, Program Effectiveness, *Publicity, *School Holding Power, Student Attrition, *Student Recruitment, Two Year Colleges

Identifiers-*Educational Marketing

This collection of essays examines the role of marketing in the recruitment and retention of community college students. First, Philip Kotler and Leslie A. Goldgehn define the marketing process and assess its potential benefits. Richard C. Richardson, Jr., and Donald S. Doucette question the effectiveness of marketing in the community college. Callie Foster Struggs considers the importance of community impact studies. Anne Mulder-Edmondson proposes the inclusion of the entire college community in the development of a marketing plan. The promotion of a marketing plan via the printed media is described by Barbara A. W. Smith, while Robert H. Gaffner examines uses of the electronic media in marketing. The process of identifying target populations through segmentation is discussed by William A. Keim. Wallace F. Cohen and Jeanne Atherton describe the successful marketing of an afternoon program. Edwin R. Bailey explores the potential for coordination with universities in the development of a marketing plan. Don G. Creamer and E. G. Akins examine the effects of marketing on student development activities. Marybelle C. Keim reviews strategies for student retention. James F. Gollattscheck poses some potentially negative effects of marketing and means to avoid them. Gunder Myran and Mark Ralph evaluate marketing practices in community colleges. Finally, Donna Dzierlenga reviews the ERIC literature dealing with community college marketing. (HB)

ED 211 153 JC 820 002

Fersh, Seymour, Ed. Fitchen, Edward, Ed.
The Community College and International Education: A Report of Progress.
Brevard Community Coll., Cocoa, Fla.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-338p.; Funded through the Department of Education's Undergraduate International Studies Program.
Available from-Brevard Community College, International Studies, Cocoa, FL 32922 ($5.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Curriculum, College Role, *Community Colleges, *Curriculum Development, Educational Objectives, *Intercultural Programs, Interdisciplinary Approach, *International Programs, *International Studies, Student Exchange Programs, Study Abroad, Teacher Exchange Programs, Two Year Colleges, Vocational Education
Identifiers-*Brevard Community College FL

International education, its role in the community college curriculum, and international studies efforts of Brevard Community College (BCC) are the subjects of this two-part report. Following introductory material, Part I presents a collection of items which illustrate different aspects of international activities and programs. It begins by reviewing federal, state, and local policy efforts to foster international education and considers the goals of international/intercultural studies programs and ways of initiating these programs on campus or overseas. Next, the international education activities of the Department of Education, the American Association of Community and Junior Colleges, and the Colleges for International Development are described and a resource list provided. After the role of the community college in American higher education is examined, examples are provided of community college programs, in areas such as economics, environmental studies, and sociology, which include international education components. Part II focuses on courses and instructional materials developed by BCC as part of a project to offer a degree in international/intercultural studies and to incorporate international education in occupational and technical programs. Part II includes examples of international studies modules for courses in engineering technology, film study, literature, international/intercultural studies, nursing, semantics, humanities, business, cultural history, and secretarial science. (KL)

ED 211 154 JC 820 003

Cravens, Thomas F.

A Multidimensional Approach to Learning.

Saint Louis Community Coll., Mo.
Pub Date- 81
Note-34p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Course Content, Course Descriptions, Grading, Individualized Instruction, *Learning Activities, Record Keeping, *Student Projects, *Teaching Methods, Two Year Colleges

The course design explained and illustrated in this paper provides students with a number of learning activities from which they may select those most appealing to them. After an introduction setting the background for this multidimensional approach, a general course design is presented in which each learning activity has a point value and student grades are based on the total number of points accumulated through successful completion of the activities they have selected. The types of activities used in St. Louis Community College's Sociology of the Family course are outlined, e.g., reports on articles, books, films, and lectures; field work; and term papers. Next, problems in designing a multidimensional course and ways of dealing with them are identified. For example, the paper recommends the allocation of time deadlines, the use of many small activities rather than a few large ones, the use of student-instructor conferences and progress charts, the provision for additional learning activities, the use of dual systems of records, the minimization of qualitative evaluation, and the encouragement of student input. Appended to the paper is a course guide from the Sociology of the Family, which introduces the course, reviews grading and the point system, outlines the expectations for each type of learning activity, lists lecture topics, provides source lists for research and oral reports, presents guidelines and topics for term papers, and includes sample forms and time lines. (KL)

ED 211 155 JC 820 005

McKay, Griffin R.

Reduction in Force: Applicable Law and Related Case Studies. Management Report, 1981-2/1.

Association of California Community Coll. Administrators.

Pub Date-81

Note-20p.

Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Administration, College Planning, Declining Enrollment, Educational Legislation, *Job Layoff, Personnel Policy, *Reduction in Force, *State Legislation, *Teacher Dismissal

Identifiers-*California Education Code 1976

The circumstances under which certificated employees, including instructors, counselors, librarians, school nurses, and administrators, may be laid off are governed by Section 87743 of the California Education Code of 1976. The statute provides that when a school district is faced with financial exigency, layoffs may be made if they conform to the requirements of the Code, i.e., if there is an enrollment decline or a reduction or discontinuance of specific services or programs. The Code also specifies the conditions which must be complied with to reduce staff: (1) layoffs must occur at the end of the school year; (2) notice of termination must be given on or before May 15; (3) the right to a hearing must be provided, and these hearings, if requested, must be conducted in accordance with the Code; and (4) at a time of reductions in force, administrators may be transferred to teaching positions in those disciplines in which they are certificated, competent, and senior to other instructors in the discipline. After explaining the Code's provisions, this report presents two case studies involving layoffs. The first concerns the passage of the Jarvis-Gann'' Tax Limitation Initiative of 1978. It discusses the legal process which ensued after 52 employees were terminated and the legal and policy implications of the reduction in force. The second deals with Hopper vs. Yosemite Community College District, a recent decision involving the termination of an Assistant Dean. (HB)

ED 211 156 JC 820 007

Sbaratta, Philip A.
The Interdisciplinary Cornucopia.
Pub Date-Oct 81
Note-9p.; Paper presented at the Annual Conference on English in the Two-Year College (16th, Baltimore, MD, October 22-24, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Course Descriptions, Curriculum Development, *Departments, Intellectual Disciplines, *Interdisciplinary Approach, *Liberal Arts, Team Teaching, Thematic Approach, Two Year Colleges, Vocational Education
Identifiers-*North Shore Community College MA

At North Shore Community College (NSCC), students in career programs comprise 70% of the student population. To counter the vocational-school effect of programs heavily emphasizing career training, interdisciplinary, team-taught courses were initiated. However, the time required in planning, scheduling, and grading along with other problems resulted in the disappearance of these first courses. A more innovative and successful solution was the creation of a Department of Interdisciplinary Studies (DIS) to develop, promote, and monitor interdisciplinary curricula. DIS faculty, who also represent traditional disciplines, scrutinize the content of the DIS courses to protect the academic integrity of specific disciplines. The DIS uses a variety of organizational and methodological strategies, including team teaching, multi-discipline courses taught by one instructor, thematic courses, and discipline combinations. Some of the DIS courses are Artistic Vision: An Introduction to Art, Music, and Literature,'' The Business of Energy: Crisis and Opportunity,'' Introduction to the Study of the Future,'' The Arts: Pathways to Perception,'' Your Lifestyle through Food and Nutrition,'' The Future of Sex: Crisis in Roles and Identities,'' American Studies: Literature and Arts in New England,'' Search for Self: Beliefs and Images,'' The Sporting Life,'' and The Philosophy of Science.'' The DIS offers many benefits for faculty and for students, who are frequently motivated to further study. (AYC)

ED 211 157 JC 820 008

Fitzpatrick, M. Fenton-Joseph, Sister
The Problem of Nursing Education: Articulation.
Gwynedd-Mercy Coll., Gwynedd Valley, Pa.
Pub Date-11 Nov 81
Note-69p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Articulation (Education), *Associate Degrees, *Bachelors Degrees, *Competency Based Education, Course Content, Course Descriptions, *Curriculum Design, Curriculum Evaluation, Higher Education, Job Skills, *Nursing Education
Identifiers-Gwynedd Mercy College PA

Gwynedd-Mercy College's (GMC's) associate (AS) and baccalaureate (BS) degree nursing programs are described in this report, with particular focus on the articulation of program content and goals. Following a historical review of the development of diploma, BS, and AS degree nursing programs, the report explains the theoretical framework and design of GMC's nursing curricula, which is based on self-organization, a concern for national health problems, the nursing process, and transfer of knowledge. After illustrating the differentiating factors between the AS and BS programs, the paper delineates these differences in the specific terms of summative competencies for baccalaureate and associate degree preparation. The compatibility of these competencies with the recommendations of the National League for Nursing is then detailed. Next, the specific summative competencies expected of BS and AS graduates and the required courses for the BS and AS degrees are linked to the theoretical framework and curricular design. The next diagrams illustrate: (1) a sample of the coding of the formative competencies for a course with 41 competencies; (2) the linkage between the formative course competencies and the summative AS degree competencies; (3) similar coding and linkage for course competencies and degree competencies at the baccalaureate level; (4) the relationship between learning experiences and teaching methods; and (5) a program evaluation design. Appendices include course descriptions and a glossary of terms. (KL)

ED 211 158 JC 820 010

Executive Roundtables, 1981: A Report on Central Virginia at Work.

Central Virginia Community Coll., Lynchburg.
Pub Date-81
Note-27p.; Photographs may not reproduce well.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Planning, Community Colleges, Community Cooperation, *Community Involvement, Continuing Education, *Educational Needs, Financial Problems, *Institutional Evaluation, Job Training, Master Plans, *Minority Groups, School Business Relationship, School Holding Power, Student Recruitment, Two Year Colleges, *Vocational Education

In fall 1981, the Central Virginia Community College (CVCC) Board organized five executive roundtable discussions in which representatives of local business and industry, government and social services, and the minority community met with college representatives to evaluate the responsiveness of CVCC to local needs and to assess areas in which the quality of service could be improved. The participants agreed unanimously that CVCC provided essential educational and training services to the community. Suggestions were made, however, to improve and expand services in data processing and other curricular areas; to develop short-courses, workshops and seminars for company representatives; and to provide training in basic and mid-level management skills. The importance of support activities was stressed, especially in the areas of marketing, career guidance, student recruitment, the provision of a sensitive environment for minority students, and flexible scheduling. Two particular problems were felt to require special attention: limitations of financial support which might result in enrollment declines and the cancellation of occupational programs, and the failure to develop a strong recruitment program and adequate support services for poor and minority students. The roundtables resulted in a plan of action for CVCC to follow in increasing its high level of achievement. Appendices provide background on the roundtables and the planning assumptions and goals for CVCC's ten-year master plan. (HB)

ED 211 159 JC 820 011

Philips, Herbert E.

Innovation What It Is, How To Get It.

Pub Date-Nov 81

Note-9p.; Paper presented at the Annual Conference of the Florida Association of Community Colleges (November 11-14, 1981, St. Petersburg, FL).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, Community Colleges, Educational Experiments, *Educational Innovation, *Instructional Innovation, Postsecondary Education, Teacher Developed Materials, *Teacher Motivation

Innovation is difficult to define because a practice which is innovative on one campus may not be innovative elsewhere. Nevertheless, a possible definition might be a practice which is worthy of emulation and has not yet been put into use by a significant number of colleges.'' Administrators should seek instructional innovation for several reasons. The development of new techniques and courses is challenging to faculty and encourages them to rely less upon prepared texts. Also, traditional approaches to instruction may not be successful with community college students. Lastly, innovations attract publicity and may solve particular problems facing an institution. There are many ways to foster innovation, including the removal of administrative and state regulations, the provision of adequate resources for faculty, public recognition of innovations, the provision of stipends or release time for new projects, and the adaptation of ideas from journals, meetings, workshops, and business and industry. Administrators can request a staff member to work on an innovation, must share the glory, should insure that someone provides leadership for innovation, and should take chances. If innovation is to be encouraged, concerns about college-level,'' non-traditional methods, institutional overcommitment, stealing ideas, and insufficient equipment and facilities must be forgotten, and the inhibitors of innovation, such as fear, lethargy, and tradition, must be overcome. (KL)

ED 211 160 JC 820 013

Mayfield, M. Kent

In Support of Behavioral Objectives.

Pub Date- 80
Note-26p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Objectives, *Behavioral Objectives, *Cognitive Objectives, *Educational Theories, Learning Modules, Postsecondary Education, *Teacher Developed Materials

This self-instructional module provides information and reinforcement exercises on the construction and evaluation of behavioral objectives. An introductory section offers a rationale for the specification of behavioral objectives as a means of improving communication between the parties involved in the educational process. The module then presents information, questions, and answers to the questions focusing on the differences between behavioral and non-behavioral objectives in terms of specificity; clarity/ambiguity; and the inclusion of goals, objectives, and evaluative measures. The next sections of the module consider the focus of behavioral objectives on the terminal or final behavior of students, rather than on the instructional strategy, and emphasize the importance of justifying each condition imposed by the behavioral objective. Next, the use of criterion measures to evaluate goal attainment and the importance of establishing reasonable and defensible minimum acceptance levels is underscored. The final set of texts and exercises refutes the argument that behavioral objectives are limited to the lower-level cognitive skills. The cognitive levels of knowledge, comprehension, application, analysis, synthesis, and evaluation are explained and behavioral objectives for each level exemplified. In addition, information and encouragement are provided for the inclusion of behavioral objectives focusing on affective development. (HB)

ED 211 161 JC 820 014

Roueche, Suanne D. Comstock, Veronica Nora

A Report on Theory and Method for the Study of Literacy Development in Community Colleges.

Texas Univ., Austin. Dept. of Educational Administration.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Contract-400-78-0600
Note-505p.
Pub Type- Reports - Research (143)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Academic Advising, Academic Persistence, *Adult Literacy, College Role, Community Colleges, *Developmental Studies Programs, Education Work Relationship, *Literacy Education, Reading Instruction, Relevance (Education), Remedial Mathematics, Research Methodology, Student Attrition, Student Educational Objectives, Student Personnel Services, Student Placement, Student Reaction, Two Year Colleges, *Two Year College Students, Withdrawal (Education), Writing Instruction, Writing Skills

Results are presented for a study of the in- and out-of-class literacy demands made on community college students and their responses to these demands. After an executive summary, introductory material reviews the issues of adult literacy and literacy development in the community college. The first of the report's two sections describes methodological assumptions and procedures and presents findings regarding literacy development, factors affecting student progress, instructional organization, and student coping strategies and expectations. It also discusses the study's implications for admissions, curricular decisions, assessment, articulation, grading, and staffing. The report's second section presents detailed findings. Chapter I discusses the selection of the two community college sites involved in the study, Chapter II considers student services, and Chapter III examines attrition from the perspective of student paths through the program. In Chapter IV, developmental programs are reviewed, with emphasis on reading skills and instruction. Mathematics assessment and instruction and math anxiety are examined in Chapter V, while Chapter VI considers English assessment and instruction, tutoring, technical writing, and general issues related to transfer courses. Chapters VII, VIII, and IX study literacy demands; text use; and job preparation in three vocational programs. The learning resources center is considered in Chapter X. A readability analysis of commonly-used texts and instructor comments are included in the appendices. (KL)

ED 211 162 JC 820 016

Thurston, Alice
Report of the Chancellor's Counseling Advisory Committee.
Los Angeles Community Coll. District, Calif. Educational Services Div.
Pub Date-Dec 81
Note-81p.
Pub Type- Reports - Research (143) - Opinion Papers (120) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Advising, Accountability, Career Counseling, Career Planning, College Transfer Students, Community Colleges, *Counseling Services, *Counselor Role, *Educational Counseling, Educational Testing, Multicampus Districts, Questionnaires, School Orientation, Student Development, Student Placement, Surveys, Two Year Colleges

In Fall 1981, a Chancellor's Counseling Advisory Committee was formed in the Los Angeles Community College District to analyze current counseling practices and, with the help of a counseling consultant, make recommendations for improvement. This report first presents summaries of the Committee's deliberations and their recommendations, which were based on a survey of current counseling practices in the district conducted through site visits and semi-structured interviews. The second section of the report presents the recommendations of the counseling consultant, which were based on discussions with college presidents and personnel, data from the survey of current practices, recommendations of the Committee, and conferences with district staff and persons in the field. The recommendations of both the Committee and the consultant focus on the role of the counselor in assisting students to clarify and meet their academic, career, and personal objectives; basic skills assessment on entering college; mandatory placement in particular courses; required college orientation including group academic advisement for entering students; and support services for students intending to transfer. Future steps recommended for the district related to the development of testing instruments, staff development, and an analysis of staffing needs. Extensive appendices provide a summary of interview findings, interview data by college, minutes of committee meetings, and the survey interview form. (HB)

ED 211 163 JC 820 020

Smith, Janet D. And Others

Step-Up to College: A Special Summer Program for Youth. Summer, 1980.

Cuyahoga Community Coll., Cleveland, Ohio. Office of Educational Evaluation and Market Research Systems.

Pub Date-Oct 80

Note-36p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, College Bound Students, *College Preparation, Community Colleges, High School Students, Minicourses, Participant Satisfaction, Program Effectiveness, Program Evaluation, Reentry Students, *Remedial Programs, Student Characteristics, Student Educational Objectives, *Summer Programs, *Transitional Programs, Two Year Colleges, Two Year College Students

The Step-Up to College Program was initiated in the summer of 1980 to provide basic skills instruction in English and mathematics for incoming freshmen, re-entry adult students, and high school students and adults considering college. Program participants who were enrolled in both the English and math courses (N 125) were asked to take part in a program evaluation which focused on students' characteristics, reasons for enrolling in the program, and perceptions of the program, as well as on marketing strategies and participant follow-up. Data were gathered from Cuyahoga's Student Information System, student questionnaires, reading and mathematics achievement tests, and interviews with program staff. The evaluation revealed that: (1) participants tended to be female, black students ranging in age from 12 to 34 years; (2) 22% were not enrolled full-time in high school or college in 1979-80; (3) students were most interested in earning college credits applicable to future attendance and in improving reading and writing skills; (4) students were least interested in career guidance and tutor assistance; (5) students enrolled in the Step-Up English and math classes earned higher grades than students enrolled in comparable summer quarter classes. Based on the evaluation, it was recommended that future programs last longer that 17 days, include student assessment, use descriptive grading, and include an orientation day. (KL)

Smith, Janet D. And Others

A Survey of Marketing and Market Research Activities in Two and Four-Year Colleges and Universities.

Cuyahoga Community Coll., Cleveland, Ohio. Office of Educational Evaluation and Market Research Systems.

Pub Date-81
Note-41p.; Appendix A may be marginally legible.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Organization, Administrator Attitudes, *Colleges, Community Attitudes, Comparative Analysis, Enrollment Influences, Higher Education, Needs Assessment, *Publicity, *School Community Relationship, *Student Recruitment, Teacher Attitudes, *Two Year Colleges, Universities, Urban Schools
Identifiers-*Educational Marketing

A survey of marketing and market research activities in large, urban, two- and four-year colleges was conducted to identify the nature of marketing problems faced by institutions; current and preferred emphasis placed on market research activities; modes of assessing the needs of target groups and developing appropriate programs; the location of marketing functions within the administrative structure of the institution; evidence of articulated marketing plans; and faculty and administrator attitudes toward marketing. Responses from 36 (54%) of the two-year institutions and 20 (38%) of the four-year institutions surveyed indicated that: (1) the key factors affecting enrollment were increased competition (at both two- and four-year colleges); tighter economic conditions (at two-year colleges); and the public's impression that the campus was unsafe (at four-year institutions); (2) market research emphasized employer needs and the needs of special groups at two-year institutions and emphasized area demographics and information on current students at four-year colleges; (3) greater emphasis was placed on needs assessment and program development at two-year institutions; (4) institutional responsibility for marketing was likely to be with the Office of Public Relations at two-year colleges and with the Admissions Officer at four-year colleges; and (5) two-year institutions were more likely to have an articulate marketing plan. The report includes tables and the survey instrument. (HB)

ED 211 165 JC 820 023

Finkelston, Theodore

International Studies Program Procedures Manual.
Saint Louis Community Coll. at Florissant Valley, Mo.
Pub Date- 81
Note-13p.; Prepared by the Institute for Continuing Education.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Advisory Committees, Community Colleges, *Field Instruction, Program Costs, Student Costs, *Study Abroad, Teacher Responsibility, Teacher Salaries, Teacher Selection, *Travel, Two Year Colleges

This eleven-part procedures manual provides information on the operations of the International Studies Program (ISP) at St. Louis Community College. After introductory material on the program, which provides off-campus credit courses involving travel and field study of life and the cultures in foreign countries, Section I presents the philosophy of the program, which stresses the preparation of students for life in the world community. Section II explains that the ISP courses promote a total educational experience that develops academic and life skills. Sections III and IV outline the roles of the ISP Director, who is responsible for course approval, faculty selection, student registration, fee collection, publicity, and other administrative duties, and of the ISP Advisory Committee, which assists in determining program standards and course review. Next, Section V presents brief guidelines for program planning, and Section VI presents questions used to evaluate proposed ISP courses. After Section VII outlines criteria for the selection of faculty mentors (i.e., instructors who initiate and take responsibility for the courses), Section VIII enumerates the responsibilities of these faculty mentors in course planning and during the program of study. Sections IX and X consider methods of payment for ISP faculty and program fees. The final section outlines registration procedures. Appended are an ISP course proposal form, a budget planning guide, and an application for admission. (AYC)

ED 211 166 JC 820 024

Arlton, Donna

The Past, the Present, and the Future of Associate Degree Nursing Education.

Pub Date-18 Nov 81

Note-22p.; Paper presented at the Associate Degree Nursing Education: Past, Present, and Future'' Conference (Mesa, AZ, November 18, 1981 and Tucson, AZ, November 19, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation (Education), *Associate Degrees, Bachelors Degrees, Behavioral Objectives, Certification, *Community Colleges, Educational History, Educational Objectives, Eligibility, Employment Qualifications, Financial Problems, Instructional Innovation, *Nursing, *Nursing Education, Staff Development, Teaching Hospitals, Technical Education

Identifiers-American Nurses Association, Professionalism

A review of the history of associate degree nursing (ADN) education is presented, along with a discussion of contemporary problems faced by ADN educators. The paper first notes the practical, hospital-based nature of early nursing education programs; reviews early studies calling for school-based programs to prepare nurses for different levels of practice; examines the beginnings of ADN education as the first planned experiment in nursing education; and traces the impact of community colleges on ADN programs and on nursing education in general. Next, the paper discusses challenges facing today's ADN programs: (1) the recommendation of the American Nurses Association that two practitioner categories, technical and professional, be identified and titled by 1980; (2) the lack of consensus concerning the appropriate scope of practice and the requisite competencies of ADN graduates; (3) the ANA recommendation that state licensing for practice be limited to those holding the bachelor's degree; (4) economic constraints on ADN programs; (5) the need for staff development in ADN programs; (6) the increased difficulty involved in securing clinical experience for students at area hospitals; and (7) the need for articulation with baccalaureate programs. After noting the licensing and vocational success of ADN graduates, the paper concludes with the assumption that ADN programs will continue to exist in the face of contemporary challenges. (HB/JP)

ED 211 167 JC 820 029

Tiemann, William H.

The Church and the Community College: Partnership in Ministry. Perspectives on the Church and the Community College, Paper Number Eighteen.

United Ministries in Education, Valley Forge, Pa.
Pub Date- 81
Note-26p.
Available from-UME Communication Office, c/o Educational Ministries ABC, Valley Forge, PA 19481 ($1.50).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Church Programs, Church Responsibility, *Church Role, *Community Colleges, *Cooperative Programs, Program Descriptions, Program Development, *School Community Relationship, Two Year Colleges

The successful partnership in education established between churches and community colleges in the Dallas area is reviewed in this paper. First, the background to local church involvement in ministering to the colleges is described, and the reasons for working jointly are outlined. Then, the development of campus ministries and ministry councils on the Dallas community college campuses is traced. Next, the involvement of St. Mark Presbyterian Church with Eastfield College is recounted. The paper describes several of their joint activities, including college courses offered at the church; several efforts focusing on older adults, e.g., a Senior Citizens Camp; a project to improve the quality of life in the community; the provision of inexpensive quality testing and guidance for dropouts and adults changing careers; the development of programs and activities for singles; cooperative activities in child development and early childhood education; the organization of an international student exchange program; and church involvement in curriculum development. The paper concludes with a rationale for breaking down the barriers between churches and colleges, arguing that each seeks to minister to community needs and that the institutions can work closely and fruitfully together to meet the needs of their often overlapping memberships. (HB)

ED 211 168 JC 820 030

Slonecker, William G.

The Humanities and Occupational Education.

Pub Date-Nov 81

Note-8p.; Paper presented at the Community College Humanities Association Western-Pacific Conference (San Francisco, CA, November 20-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Course Content, Course Objectives, Courses, Educational Objectives, *Education Work Relationship, *Humanities Instruction, Lifelong Learning, Literature, *Program Development, Student Attitudes, Student Characteristics, Student Motivation, Technical Education, Two Year Colleges, Two Year College Students, *Vocational Education

Identifiers-*Chemeketa Community College OR

Many who believe in the value of the study of the humanities are faced with the problems of how to attract vocational students to humanities courses, maintain their interest in such courses so that they fulfill the general education requirements for graduation, and, if possible, generate an ongoing interest in the humanities. In response to these problems, two humanities courses have been developed and implemented at Chemeketa Community College (CCC). One course, Oceans,'' seeks to place its subject within a broad social, economic, political, historical, and ecological context and to help students relate the subject to their personal development. The other course, Literature for Technicians,'' was designed to generate enthusiasm for literature and to provide vicarious experience with people and problems to be faced in life and on the job. The major barriers to be overcome in designing

the course were students' poor experience with general education, lack of writing and information-gathering skills, and low regard for literature and the humanities. Input from faculty and students was used to design the course, in which readings are thought provoking, educational and easily related to the student's life; the classroom environment is relaxing and unpressured; and homework is kept to a minimum. Emphasis is placed on lifelong learning and on a complete technical education, interweaving the technical, the scientific, and the humanities. (HB)

Story, Sherie

Washington State Community College Educational Goals Study.

Washington State Board for Community Coll. Education, Olympia.
Pub Date-Oct 81
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *College Role, *Community Colleges, *Educational Objectives, State Boards of Education, State Legislation, State Surveys, Teacher Attitudes, Trustees, Two Year Colleges
Identifiers-*Community College Goals Inventory

During July and August 1981, people responsible for the delivery of community college education in Washington State were administered the Community College Goals Inventory (CCGI), an instrument which lists 110 goal statements and asks respondents to indicate how important each goal is and should be. The survey was administered to members of local boards of trustees, community college administrators and faculty, members and staff of the Washington State Board for Community College Education, and legislative committee members. There was a consensus among all the survey groups as to which of the 20 basic goal areas should be of high priority, i.e., vocational/technical education, general education, developmental/remedial preparation, sense of college community, effective management, and accountability. Vocational/technical education and general education were also ranked as goals that presently are among the highest priorities. The goal area, college community, showed the highest level of difference between existing and desirable priority, with all groups except for the legislators indicating that it should be of high priority, but that it is near the bottom in current emphasis. Goal areas which were felt to be over-emphasized included leisure time education, student and faculty freedom, and adult courses. Comparisons with a similar 1974 survey showed several significant shifts in emphases. Respondent group responses are appended. (AYC)

ED 211 170

JC 820 046

Curtin, Bernadette M. Hecklinger, Fred J.

Your Unique Self. The Career Life Assessment Skills Series, Booklet One. A Program to Meet Adult Developmental Needs.

Northern Virginia Community Coll., Alexandria.

Spons Agency-Virginia State Dept. of Education, Richmond.

Pub Date-81

Note-38p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see JC 820 047-820 052.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adults, Career Choice, Career Planning, Interest Inventories, *Interests, Job Skills, Life Style, Self Actualization, *Values, *Values Clarification, Vocational Interests, *Work Attitudes, Work Environment

Information and accompanying exercises in this six-part booklet are designed to provide adults with opportunities to explore interests, skills, and values as part of a program in career and life planning. Part I focuses on identifying interests, categorizing them under headings developed by John Holland (i.e., realistic, investigative, artistic, social, enterprising, and conventional), evaluating their relative importance, and relating them to career and leisure time activities. Work values are then considered in Part II, which presents exercises that help to determine, for each reader, the ideal work day, work situations to be avoided, and to rate the relative value of 20 work characteristics, such as prestige, pace, and level of responsibility. Exercises in Part III help the reader to identify his/her skills in the areas of self-management (i.e., those skills, such as punctuality, which are specific to the person and not to the job); functional skills that are required in dealing with data, persons, or things; and work-content skills that require knowledge of specific procedures or subjects. Parts IV and V next present exercises which help the reader to inventory his/her own personal values and life style preferences. Finally, questions in Part VI require the reader to relate his/her interests, work values, personal values, and life style preferences to his/her career choice. A 63-item bibliography is appended. (KL/JP)

ED 211 171 JC 820 048

Curtin, Bernadette M. Hecklinger, Fred J.

Job Campaign Strategies. The Career Life Assessment Skills Series, Booklet Three. A Program to Meet Adult Developmental Needs.

Northern Virginia Community Coll., Alexandria.
Spons Agency-Virginia State Dept. of Education, Richmond.
Pub Date-81
Note-30p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see JC 820 046-820 052.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Career Choice, Career Exploration, *Career Planning, *Employment Interviews, Employment Services, Job Analysis, Job Applicants, *Job Application, *Job Search Methods, Job Skills
Identifiers-Application Forms, *Resumes

As part of a series on career and life planning for adults, this four-part booklet discusses job search strategies, resume writing, and job interviews. Part I discourages conventional job-hunting techniques (i.e., visiting employment agencies, researching want ads, going through company personnel offices, and sending resumes and cover letters in bulk), and presents a model for a job campaign strategy that incorporates the formulation of a tentative career statement, research into the prospective career, and the job search itself. Part II provides suggestions for writing effective resumes and describes the components of two resume types: the chronological resume, which lists employment and career experiences in reverse chronological order; and the functional resume, which lists the applicant's skills and talents, rather than specific jobs in the applicant's employment background. Examples of each resume type are included. Part III focuses on employment interviewing and provides: (1) a checklist of factors to be considered in preparing for the interview (i.e., filling out application forms, conducting oneself during the interview, and making each interview a learning experience); (2) a discussion on coping with rejection and conducting informational interviews; (3) a list of common interview questions; and (4) an outline of factors that can lead to the rejection of an interviewee. A bibliography is presented in Part IV. (HB/JP)

Curtin, Bernadette M. Hecklinger, Fred J.

Federal Employment Process. The Career Life Assessment Skills Series, Booklet Four. A Program to Meet Adult Developmental Needs.

Northern Virginia Community Coll., Alexandria.
Spons Agency-Virginia State Dept. of Education, Richmond.
Pub Date-81
Note-31p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see JC 820 046-820 052.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Employment Opportunities, Employment Qualifications, *Federal Government, Flow Charts, Government Employees, *Job Application, *Job Search Methods, Occupational Information, Occupational Tests, Salaries
Identifiers-Office of Personnel Management, Professional and Administrative Career Exam

The search for a job with the federal government can be a confusing and frustrating experience. The purpose of this booklet is to explain the federal employment system; to simplify the search for a federal job; to assist in the completion of the basic government employment application form, the Personal Qualifications Statement, Standard Form 171 (SF-171); and to offer additional resources for the job search. First, the function of the Office of Personnel Management the starting point for a federal job search is explained. Eligibility criteria are then detailed for three of the most common tests used in the federal hiring system: the Clerk Typist Examination; the Junior Federal Assistant Examination; and the Professional and Administrative Career Examination (PACE). After delineating pay scales for federal employees as of October, 1980, the booklet outlines helpful shortcuts for the job applicant. These shortcuts include informational interviewing, keeping abreast of new job vacancies, and becoming knowledgeable of affirmative action goals and other factors that affect the hiring process. Finally, the booklet explains the difference between the SF-171 form and a resume, emphasizes the importance of the form in the hiring process, and outlines tips for filling out the form. The booklet includes a copy of the SF-171 and provides a flow chart which outlines the steps in the process of obtaining a federal job, and a bibliography. (HB/JP)

ED 211 173 JC 820 050

Curtin, Bernadette M. Hecklinger, Fred J.

Academic Survival Skills. The Career Life Assessment Skills Series, Booklet Five. A Program to Meet Adult Developmental Needs.

Northern Virginia Community Coll., Alexandria.

Spons Agency-Virginia State Dept. of Education, Richmond.

Pub Date-81

Note-42p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see JC 820 046-820 052.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Students, College Choice, College Credits, Essay Tests, Family Life, Higher Education, Memory, Nontraditional Education, Objective Tests, Problem Solving, Reading Improvement, *Reentry Students, Student Educational Objectives, Student Needs, *Study Skills, *Success, Test Anxiety, Test Wiseness, Textbooks, Vocabulary Development

Identifiers-Notetaking, Procrastination, Time Management

As part of a series on career and life planning for adults, this booklet examines strategies and academic skills that can help reentry adult students. Part I discusses factors to be considered in planning a return to school: determining the motivation for returning, choosing an appropriate educational program, investigating nontraditional methods of earning college credit, applying to and getting started at the school, enlisting the support of family members, developing self-confidence, and seeking appropriate counseling. Exercises and charts on time management in Part II help the reader to clarify immediate and long-range goals, define priorities, develop a realistic weekly schedule, accommodate unforeseen disruptive problems, and avoid procrastination. Parts III and IV provide hints to improve reading skills, expand vocabulary, and approach textbook materials. Finally, Parts V through VIII provide guidelines to: (1) prepare for class, take notes, and study notes after class; (2) identify factors that block and improve study concentration; (3) identify the reasons why people forget and the ways to improve memory; and (4) prepare for a test, deal with test anxiety, and take objective, essay, and problem-solving tests. Finally, Part IX presents an 81-item bibliography of relevant information resources. (HB/JP)

ED 211 174 JC 820 051

Curtin, Bernadette M. Hecklinger, Fred J.

Mid-Life and Career Transitions. The Career Life Assessment Skills Series, Booklet Six. A Program to Meet Adult Developmental Needs.

Northern Virginia Community Coll., Alexandria.

Spons Agency-Virginia State Dept. of Education, Richmond.

Pub Date-81

Note-43p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see JC 820 046-820 052.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Development, *Adults, *Career Change, Career Choice, Developmental Stages, Family Life, Leisure Time, Mental Health, Middle Aged Adults, *Midlife Transitions, Older Adults, Physical Environment, Physical Health, *Self Evaluation (Individuals), Values, Young Adults

Information and accompanying exercises in this four-part booklet are designed to assist adults make changes in their career and personal lives. After introductory material describing career and life planning as a continual assessment process, Part I of the booklet reviews the common characteristics and problems of adults in each of five life stages: age 20 to 30; age 30 to 40; age 40 to 50; age 50 to 60; and age 60 or older. In Part I three questions are posed to help the reader assess the problems s/he currently faces and to examine the crises s/he has faced in the past ten years. Part II discusses and poses questions about eight factors to be considered in making a mid-life change: career, family, personal values, physical factors, psychological factors, leisure time, physical environment, and the influence of others over one's life. A list of 11 irrational beliefs that may impede change is also provided in Part II, as well as exercises which help the reader to identify the positive and negative factors of his/her current lifestyle. Next, Part III requires the reader to list options for change under each of the above eight factors, and Part IV provides a framework for a plan of action that requires the reader to set priorities for desired changes, determine a time frame for accomplishing these changes, and identify the assistance that will be needed for success. The booklet concludes with a 21-item bibliography of works dealing with change in adult life. (JP)

ED 211 175 JC 820 052

Curtin, Bernadette M. Hecklinger, Fred J.

Job-Keeping and Revitalization. The Career Life Assessment Skills Series, Booklet Seven. A Program to Meet Adult Developmental Needs.

Northern Virginia Community Coll., Alexandria.

Spons Agency-Virginia State Dept. of Education, Richmond.

Pub Date-81

Note-45p.; Conducted as part of the Vocational Guidance and Counseling Project under the Vocational Education Amendments of 1976. For related documents, see JC 820 046-820 051.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Burnout, Employer Attitudes, Employment Qualifications, Job Enrichment, *Job Performance, *Job Satisfaction, *Stress Variables, Work Environment

As part of a series on career and life planning for adults, this four-part booklet examines factors that affect job satisfaction and success. After introductory material noting today's tight job market, Part I lists the qualities employers want employees to have and then discusses: (1) job survival tactics, such as remaining knowledgeable of the company; (2) internal blocks to job satisfaction and success, such as absenteeism, lack of initiative, or a mismatch between personal work style and the company's work environment; (3) external blocks, such as company politics, over which the employee has no control; and (4) problems of coping after being laid off. Next, Part II considers job revitalization and includes an article by Carol Krucoff on methods of coping with job burnout, a questionnaire designed to measure the employee's degree of burnout, and a set of revitalization questions which requires the reader to evaluate his/her current job satisfaction, describe his/her dream'' job, and determine how the characteristics of the dream'' job can be realistically integrated into his/her work environment. Finally, exercises in Part III help the reader to consider the options available to persons suffering from job-related stress and in Part IV to develop an action plan for change. Appended are a 27-item bibliography and two articles dealing with burnout and career change.

(JP/KL)

Phyfe-Perkins, Elizabeth

Effects of Teacher Behavior on Preschool Children: A Review of Research.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0008
Note-61p.; ED 168 722 is an early version of this paper.
Available from-ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801-4897 (Catalog No. 194, $3.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Environment, Classroom Techniques, *Environmental Influences, Literature Reviews, *Outcomes of Education, *Preschool Children, Preschool Curriculum, Preschool Education, *Student Behavior, *Teacher Behavior, *Teacher Influence, Teacher Role, Verbal Communication

Through a selective review of the research literature this paper explores the relationship between teacher behaviors and children's behaviors. Both direct and indirect teacher effects on children's behaviors are reviewed. First, studies of verbal behavior, instructional role, management techniques, classroom structure and teacher behavior, participatory teacher role, and adult effects on antisocial behavior as well as comprehensive studies of teacher behavior are reviewed in the section focusing on direct teacher effects. Studies of indirect teacher effects related to classroom organization and space, initiation of contacts with children, activity settings and scheduling, access to materials and toys, and closed versus open structure settings are reviewed in the second section. The concluding section of the paper indicates in summary form the types of teacher behaviors which appear to be associated with specific child outcomes. (Author/RH)

ED 211 177 PS 012 089

Rosenthal, Kristine M. Keshet, Harry F.

Fathers without Partners: A Study of Fathers and the Family after Marital Separation.
Report No.-ISBN-0-8476-6281-0
Pub Date-81
Note-187p.
Available from-Rowman and Littlefield, 81 Adams Drive, Totowa, NJ 07511 ($15.95).
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Case Studies, *Child Rearing, *Divorce, *Family Life, *Fathers, Interviews, Life Style, *One Parent Family, Parent Attitudes, Parent Child Relationship, *Parent Role
Identifiers-*Joint Custody, Parenting

The father's role in child rearing has become a major issue in modern family life. Each year in ever increasing numbers, men actively share child care responsibility in the nuclear family and after divorce. This book, based on personal stories of 129 men, focuses on two issues: the relationship between fathers and their children when the father is no longer legally married to the child's mother, and on the effects of that relationship on the lifestyles and personal growth of these men and their children. Following an introductory overview of the issue of fatherhood, the book describes the life histories of four men who were willing to speak freely about events from their childhood and marriages; the life styles of separated fathers who maintain regular contact with their children after marital separation; the stages, problems, and solutions that characterize the evolving experience of divorced men; the attitudes and relationships of divorced men to their ex-wives; and the effect of divorce on the men's lifestyles, including housing arrangements, finances, and work lives. The book concludes with a call for a new conception of the modern family and of parental consciousness which positively affects the moral, emotional, and psychological growth of fathers themselves. (Author/MP)

ED 211 178 PS 012 330

Infant and Young Child Feeding: Current Issues.

World Health Organization, Geneva (Switzerland).
Pub Date-81
Note-145p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Action, *Global Approach, *Health Needs, *Infants, Mothers, *Nutrition, Parent Education, Parent Role, Social Status, *Young Children
Identifiers-*Breastfeeding

This document, a result of the October 1979 joint meeting of the World Health Organization and the United Nations Children's Emergency Fund (WHO/UNICEF) on Infant and Young Child Feeding, provides both a report of the themes discussed by the participating working groups, and a compendium of background information relevant to these themes. The five themes discussed by the working groups (presented in the first section of the document) deal with a variety of subjects considered basic to infant and young child feeding. These subjects include such issues as the encouragement and support of breastfeeding; the promotion and support of appropriate weaning practices and the related need for information, education, communication, and training; the health and social status of women in relation to infant feeding; and the appropriate marketing and distribution of breast-milk substitutes. The second section of the document (containing the compendium of background information) covers such material as the nutritional needs of infants; composition of human milk; factors influencing the volume of human milk; breastfeeding and child spacing; and lactation and contraception. This section also addresses two fundamental questions: to what extent and how long can breastfeeding meet the nutritional needs of the infant under different circumstances? (Author/MP)

ED 211 179 PS 012 352

Pollitt, Ernesto And Others

Poverty and Malnutrition in Latin America. Early Childhood Intervention Programs: A Report to the Ford Foundation.

Spons Agency-Ford Foundation, New York, N.Y.
Report No.-ISBN-0-03-058031-5
Pub Date-80
Note-163p.
Available from-Praeger Publishers, 521 Fifth Avenue, New York, NY 10017 ($22.95).
Pub Type- Information Analyses (070) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Case Studies, *Cognitive Development, *Community Programs, *Early Childhood Education, Foreign Countries, Infants, *Intervention, Neurological Impairments, *Nutrition, *Poverty, Status, Young Children
Identifiers-*Latin America

This book presents a comprehensive review of empirical research on early childhood education and human development in Latin America. Commissioned in 1976 by the Office of Latin America and the Caribbean, part of the International Division of the Ford Foundation, New York, the study was two-faceted. First, researchers were instructed to review documents on the relationships between intervention strategies and malnutrition, sociocultural settings, mental development, and behavior. Second, researchers were instructed to conduct an in-depth field study of the development of policy and programs in at least two Latin American countries. Chapters I to V of the book include a literature review of documents from five of the seven Andean countries (Chile, Colombia, Ecuador, Peru, and Venezuela), as well as Mexico, Jamaica, and Guatemala. Included in these chapters are a general overview and description of the magnitude of the poverty problem in South America; the relationship between poverty and young children's cognitive development, and malnutrition and brain functioning; a review of four intervention programs that have operated in Latin America within the past 10 years; and descriptions of selected community programs for infants and preschool children that have operated or are operating in Chile, Colombia, and Peru. Three case studies based on direct field observations in Puno (Peru), Antioquia (Colombia), and Caracas (Venezuela) are presented in Chapters VI-VIII. The case studies provide in-depth descriptions of the nutritional, educational, and health needs of young children in these places, the development of policy for young children, and existing intervention programs. Finally, specific conclusions based on the review of child development and early childhood intervention programs in Latin America are discussed in Chapter IX. (Author/MP)

ED 211 180 PS 012 402

Hailey, Jack

AB 3059: A Report to the Governor on the Alternative Child Care Programs, 1976-80.

Governor's Advisory Committee on Child Development Programs, Sacramento, Calif.

Pub Date-Jan 81

Note-30p.; Photographs may not reproduce clearly.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cost Effectiveness, *Day Care, Day Care Centers, Delivery Systems, Early Childhood Education, Family Day Care, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, *State Programs

Identifiers-*Alternative Child Care Program, California

This publication of the California Governor's Committee on Child Development Programs focuses on the Alternative Child Care Program in California (AB 3059). The report looks back over four years of the AB 3059, reviews the goals of that legislation, and measures the program's accomplishments against those goals. In early 1976, the Governor's office set forth its proposal for the growth of child development programs in the state. At the same time, parents and providers indicated the need to broaden the system delivering those services. The results of these efforts was AB 3059, which included a $10 million appropriation for new child care programs. The purposes of AB 3059 were to (1) test cost-reducing features and delivery methods, (2) promote parental choice, (3) address unmet geographic needs, (4) encourage community level coordination, and (5) offer replicable features. The $10 million was devoted to the following areas: family day care homes and networks, center-based group care and innovative programs, vendor payments, resource and referral programs, minor capital outlay, support to the Governor's Advisory Committee on Child Development Programs, program administration, and an independent comparative evaluation of the AB 3059. Following an assessment of the strengths and the unanticipated rewards in each of the above areas, the report details the many ways in which the AB 3059 experience informed and shaped Senator Sieroty's SB 863. (Author/MP)

ED 211 181 PS 012 443

Sponseller, Doris Bergen

National Child Care Policy: Past and Present Influences on Future Directions.

Michigan League for Human Services, Detroit.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 80
Grant-NSF-085-7917846-A01
Note-57p.
Pub Type- Historical Materials (060) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Rearing, *Day Care, Decision Making, Early Childhood Education, *Family Role, Financial Support, *Futures (of Society), *Government Role, History, Legislation, Parent Responsibility, *Policy Formation, Public Policy, Social Change, Values

This document examines how societal values regarding child care provision in the United States have influenced past and present child care policies and discusses how these values may affect future policy formation. In Part I, the development of child care policy is outlined in terms of five historical periods, each of which is analyzed along the dimensions of responsibility, control, scope, and quality. Pre-1909 is characterized as a period in which national recognition of public child care needs was minimal. During the period 1909 to 1932 attention paid to the welfare of children and families led to the enactment of modest national legislation which affected child care. From 1933 to 1946, child care programs were established for specific purposes of limited duration. The years 1947 to 1960 witnessed no national support for public funding of child care. From 1960 to 1980 national responsibility and control of child care programs increased, and enactment of policies for specific groups influenced legislative attempts to extend child care support to a broad group of children. In Part II, the question of whether government should assume a long-term responsibility for child care provision is addressed in terms of potential policy directions, the policy-making process, and those individuals and groups who are influential in directing policy formation. In conclusion, directions which child care policy might take during the 1980s are suggested.

(Author/DB)

ED 211 182 PS 012 480

Opravilova, Eva, Ed.

Preschool Education of 1979: Selective Bibliography. Part I and Part II.

Charles Univ., Prague (Czechoslovakia).
Pub Date-81
Note-706p.; For related document, see PS 012 298.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-Aesthetic Education, Annotated Bibliographies, *Child Development, *Educational Theories, Emotional Development, Foreign Countries, Intellectual Development, Learning Activities, Play, *Preschool Education, *Preschool Teachers, *School Organization, Social Development, Special Education

This two-volume annotated bibliography cites 900 articles covering a variety of issues related to preschool education in several Eastern and Western countries, including England, France, Italy, Russia, Czechoslovakia, Germany, and the United States. Entries are classified into 13 main categories: social and ideological bases of preschool education; theoretical bases of preschool education; organization of preschool education; educators of preschool children; play; teaching in the preschool; health care and physical education; social and emotional development and moral education; speech and language education; intellectual development and education; aesthetic education; education of children requiring special care; and the child's physical environment. (MP)

Summary of the Report from the Danish Child Welfare Commission. Report No. 918.

Danish Child Welfare Commission, Copenhagen.
Report No.-ISBN-87-503-37[illegible]5-8
Pub Date-81
Note-35p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Advocacy, Childhood Needs, *Child Welfare, Family Problems, *Family Programs, Foreign Countries, *Needs Assessment, *Public Policy, *Young Children
Identifiers-*Denmark

This publication provides chapter-by-chapter synopses of the 1981 report of the Danish Child Welfare Commission. Chapter 1 contains the Commission's introductory remarks on its terms of reference and emphasizes that parents have primary responsibility for the raising of their children. Chapter 2 provides a documentary account of the living conditions experienced by today's Danish children and their parents. Demographic changes which have occurred over the last few decades are also discussed. Chapter 3 deals with the developmental characteristics of young children and identifies the prerequisites necessary for healthy personality development. Chapter 4 gives an evaluation of the social conditions under which young children grow up, and Chapters 5 and 6 outline considerations underlying formulation of a child welfare policy. Chapter 7 discusses the child's status in relation to Denmark's domestic laws. Chapters 8, 9, 10, and 11 contain the Commission's reflections and suggestions on the following: parental employment; families with young children; the social community; the influence of the physical environment on developing children; and the financial situation of families with young children. Chapter 12 discusses some of the characteristics of families with children who have special needs, and also details problems encountered by children of immigrant parents. Finally, Chapter 13 contains a summary of the Commission's recommendations and outlines possible problems associated with forming policies for children. (Author/MP)

ED 211 184 PS 012 487

Bonner, Mary And Others

A Study of Modality Strengths Among the Children Enrolled in Butcher Children's School, Emporia State University, 1980-81.

Pub Date-81

Note-34p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Auditory Perception, Elementary Education, *Elementary School Students, Instructional Program Divisions, *Kinesthetic Perception, *Learning Modalities, Measures (Individuals), Reading Achievement, Sex Differences, *Visual Perception

Identifiers-Kansas (Emporia)

The purposes of this study were to determine the modality strengths of each child in grades 1 to 5 at Butcher Children's School, Emporia, Kansas, and to ascertain whether modality can be linked to grade level, to reading achievement, or to sex. For identifying modality strength, the Swassing-Barbe Modality Index (SBMI), a matching-to-sample task, was administered to the 101 children enrolled in grades 1 to 5 at Butcher Children's School. Stimulus shapes (e.g., hearts, circles, triangles, and squares) were presented to subjects three times visually, auditorially, and kinesthetically. Following these presentations, subjects were asked to reproduce the same sequence from memory. Each subject's performance on the SBMI was then classified according to the following modality strengths: visual, auditory, kinesthetic, visual-auditory mixed (V-A), visual-kinesthetic mixed (V-K), auditory-kinesthetic mixed (A-K), and none (V-A-K). Reading achievement of children in grades 2 to 5 was measured by the Gates MacGinitie Reading Tests, Forms B, C, and D. Results revealed that 46 per cent of the subjects showed strength in the visual modality, 16 per cent showed strength in the auditory modality, 12 per cent in V-A, 11 per cent in V-K, and 6 per cent in the kinesthetic modality. It was also found that modality strength is independent of grade level, reading achievement, or sex. A complete list of modality strengths for all the individuals participating in the study is appended. (Author/MP)

Multicultural Education.
Queensland Board of Teacher Education, Toowong (Australia).
Pub Date-Dec 80
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Cultural Differences, Educational Policy, Foreign Countries, *Government Role, *Multicultural Education, *Preservice Teacher Education, *Teacher Certification, *Teacher Education
Identifiers-*Australia (Queensland)

Policies formulated by the Board of Education in Queensland, Australia regarding multicultural education are presented in this document. A review of population statistics and immigration projections established the need for multicultural education. The retention and promotion of cultural diversity among various ethnic groups is considered the primary goal of government involvement in multicultural education. Specialized graduate courses, training in bilingual programs, and teaching practice in classrooms with bilingual students are recommended, and colleges are encouraged to provide curriculum offerings on multiculturalism. Teacher certification is endorsed; the Board of Education has extended guidelines for provisional registration and has decided to discuss with teacher education institutions the appropriate preparation of teachers. Preservice programs are suggested, as is continuing teacher education. A survey scheduled during 1981 was designed to examine all teacher education institutions in order to obtain information and comments on multicultural education. (Author/DB)

Jasik, Lynne Sperber Lipsky, Rachel

On-the-Spot Course on Early Childhood Education in Singapore (December 6-19, 1980). A Report.

Mount Carmel International Training Centre for Community Development, Haifa (Israel).
Spons Agency-Israel Association for International Cooperation, Jerusalem.
Pub Date-Dec 80
Note-33p.; Also sponsored by the Swedish-Haifa Committee. Prepared in cooperation with the Singapore Council on Social Services.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consultation Programs, *Course Content, Course Evaluation, Day Care, *Early Childhood Education, Foreign Countries, *Inservice Teacher Education, Kindergarten, Program Descriptions, *Teacher Education, Teacher Workshops
Identifiers-Israel, *Singapore

The implementation of a 10-day Israeli-designed comprehensive pre-elementary education training course for untrained teachers in Singapore is described in this report. The course was designed (1) to provide untrained teachers with experience in setting up an educational environment, (2) to provide trained teachers with the opportunity to share skills, ideas, and materials, and to create a pedagogical center, and (3) to offer trained teachers the opportunity to train the untrained teachers. In addition to a general overview of early childhood education, topics discussed in the workshops include children's learning processes, the teacher's role, the curriculum and curriculum development, content and teaching techniques, creative expression, organizing the physical environment, managing group processes, and working with parents and the community. The orientation period experienced by the Israeli trainers is described, the day by day course schedule is presented, and other descriptive materials related to the implementation and evaluation of the training workshops are provided. A list of participants and a course evaluation form are appended. (Author/RH)

ED 211 187 PS 012 530

Wedell-Monnig, Jacelyn McNeil, Judy T.

National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 3: Child Outcomes: Individual Testing Battery for the Fall 1979 Cohort.

NTS Research Corp., Durham, N.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-18 Feb 80

Contract-HEW-105-78-1306

Note-222p.; For related documents, see PS 012 529-533 and TM 810 936-942.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Achievement Tests, *Aptitude Tests, *Basic Skills, Child Development, *Cognitive Development, Educational Research, Language Skills, *Learning Motivation, Learning Readiness, Longitudinal Studies, Mathematics, *Measures (Individuals), Preschool Education, Problem Solving, Reading Skills

Identifiers-Basic School Skills Inventory, McCarthy Scales of Childrens Abilities, Preschool Interpersonal Problem Solving Test, *Project Head Start

One of 10 reports in a longitudinal study of Project Head Start submitted by NTS Research Corporation to the Administration for Children, Youth and Families, this document presents the individual testing battery used for the fall 1979 cohort. The first chapter identifies the skill areas to be tested in an analysis of Project Head Start's effectiveness in preparing children for school. Among these skill areas were appropriate developmental skills and readiness to acquire basic educational skills (such as reading, writing, and mathematics, as well as language, science, problem solving, and positive attitudes toward learning). The second chapter details the procedure for screening tests, including the criteria whereby tests were to be evaluated. A pilot test battery is presented in the third chapter: the tests in the pilot battery measured such areas as block building, verbal fluency, basic information, arm coordination, reading readiness, pictorial memory, and conceptual grouping. Also assessed by the pilot battery were verbal memory, leg coordination, number readiness, opposite analogies, draw-a-child,'' and interpersonal problem solving. In the fourth chapter the test battery adopted for use with the fall 1979 cohort is presented; skills measured included many of the same skills already mentioned for the pilot test battery. Appendices include two papers about measuring preschool skills, a test review summary form, and the test batteries. (Author/DB)

ED 211 188

PS 012 531

Wedell-Monnig, Jacelyn McNeil, Judy T.

National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 4: Individual Testing Battery for Fall 1979.

NTS Research Corp., Durham, N.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-18 Feb 80
Contract-HEW-105-78-1306
Note-27p.; For related documents, see PS 012 529-533 and TM 810 936-942. Tables may not reproduce clearly because of small print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Auditory Perception, *Basic Skills, Cognitive Measurement, Communication Skills, *Delivery Systems, *Evaluation Criteria, *Evaluation Methods, Interpersonal Competence, Longitudinal Studies, *Measures (Individuals), Memory, *Outcomes of Education, Preschool Education, Psychomotor Skills, Visual Perception
Identifiers-Basic School Skills Inventory, McCarthy Scales of Childrens Abilities, Preschool Interpersonal Problem Solving Test, *Project Head Start

The purpose and design of a longitudinal study of Project Head Start is summarized in this document, the fourth in a set of ten reports documenting the project. (Material from Project Report 3 was used extensively in preparing this document.) The study was designed to evaluate on a nationwide basis the Head Start Educational Services and to evaluate the Basic Educational Skills Program (BES), a recent demonstration project of Head Start. The intent of the longitudinal study was to follow children and their parents from preschool through fourth grade. The major evaluation topics addressed in the study included the following: the types of educational approaches used to teach Head Start participants (these approaches were compared to approaches used in alternative service settings); the effects of different intervention approaches on outcomes for Head Start participants; and a comparative analysis of Head Start participants in BES and Head Start participants not in BES. The dominant issues contained in this set of evaluation topics focused on the relationships between program delivery and child outcomes, including cognitive, communication and social skills. Cognitive and communication skills were measured by a battery of standardized tests, teacher reports, and observational techniques. Social skills were measured by a standardized test. The tests and how they were selected are identified. (Author/DB)

National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 5: OMB Clearance Request.

NTS Research Corp., Durham, N.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-3 Dec 79
Contract-HEW-105-78-1306
Note-276p.; For related documents, see PS 012 529-533 and TM 810 936-942. Tables may not reproduce clearly because of small print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Certification, Disadvantaged Youth, *Interviews, *Measures (Individuals), National Surveys, Outcomes of Education, Parents, Preschool Education, Preschool Teachers, *Program Evaluation, Research Design, *Research Methodology, Standards
Identifiers-*Project Head Start

This document provides a copy of the materials submitted to the Office of Management and Budget (OMB) to obtain clearance for instruments used in a study funded by the Administration for Children, Youth and Families. The purpose of the study is to assess the impact of the educational services component of Head Start and the Basic Educational Skills Demonstration Project on the children and parents being served. The first part of the document includes copies of the supporting statement forms used; an executive summary of the main study; a description and justification of the eight instruments to be used in the study; a description of the survey design and potential respondents; an outline of the estimated time schedule for data collection and publication; and an estimate of the study's cost to the federal government. The largest portion of the document consists of two appendices. Appendix A details study variables, presents justifications for choice of variables, and shows the relationship of each item in the eight instruments to the study variables. Appendix B includes copies of the instruments. (MP)

ED 211 190 PS 012 533

Posante-Loro, Rebecca McNeil, Judy T.

National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 6: Description and Analysis of Program Data: Basic Educational Skills Initiative.

NTS Research Corp., Durham, N.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-10 Feb 80

Contract-HEW-105-78-1306

Note-86p.; For related documents, see PS 012 529-532 and TM 810 936-942.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Basic Skills, Curriculum Evaluation, *Demonstration Programs, *Educational Resources, Elementary Education, *Evaluation Methods, Interpersonal Competence, Longitudinal Studies, Low Income Groups, National Programs, Outcomes of Education, Parent Participation, Preschool Education, *Program Evaluation, *Program Implementation, Teacher Characteristics

Identifiers-Continuity, Process Measures, *Project Head Start, Site Visits

The sixth of 10 reports from a longitudinal, national evaluation study in which Project Head Start children and their parents were followed from preschool through the fourth grade, this document describes the process data which were collected in the spring of 1979 during one-week site visits to each of the 65 participating programs. Chapter I provides further information about the purpose and background of the national evaluation, presents and describes the conceptual framework for the study, and discusses the instruments and data collection procedures used. Chapter II describes an experimental program initiated by Head Start the Basic Educational Skills Initiative (BES) and the selection of local Head Start programs for participation in the BES demonstration programs. Chapter III presents and discusses the process data obtained on the 17 BES programs which were funded for the 1978-79 program year. Introductory remarks emphasize that the unique aspect of the evaluation partially described in this report is its focus on the relationship between program delivery and program effects on a national scale. (Author/RH)

ED 211 191 PS 012 546

Greenspan, Stanley I., Ed. Pollock, George H., Ed.

The Course of Life: Psychoanalytic Contributions Toward Understanding Personality Development. Vol. I: Infancy and Early Childhood.

National Inst. of Mental Health (DHHS), Adelphi, Md. Mental Health Study Center.
Report No.-DHHS-ADM-80-786
Pub Date-80
Note-660p.; For abstracts to related documents, see PS 012 547-548.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-01026-0, $12.00).
Pub Type- Collected Works - General (020)
Document Not Available from EDRS.
Descriptors-*Developmental Stages, *Emotional Problems, *Individual Differences, Infant Behavior, Maturity (Individuals), *Mental Disorders, Neonates, Parent Child Relationship, *Personality Development, Physical Development, Psychopathology, Psychosis, *Young Children

Identifiers-Individuation, Oedipal Conflict, *Psychoanalytic Theory

This volume is the first in The Course of Life'' series which contains original contributions from an international group of scientists and clinicians who have produced much of the current knowledge about the phases of human personality development. These contributions cover the continuum of human development from the prenatal phase through childhood and adulthood. Dimensions of normal development, as well as the emergence of adaptive and pathologic propensities, are discussed for each developmental phase. Chapters in this first volume demonstrate the breadth of the psychoanalytic approach, including genetic and constitutional individual differences in infants; the role these differences play in early affect dispositions, relationship patterns, and personality structures; their continuing internalization in the context of maturational and developmental factors; and the way in which favorable early development creates a foundation for basic personality functions and later adaptive roles of conflict, affect, and anxiety in organizing the experiences of early childhood. A few chapters focus predominantly on the physical, neurophysiological substrata of behavior, attempting to understand how organization of the earliest experiences becomes the basis for later ego functions. Other papers bridge these conceptualizations with a more traditional psychoanalytic understanding of infancy and early childhood, thus illustrating the multiple determinants operative in early development. (Author/RH)

Greenspan, Stanley, I., Ed. Pollock, George H., Ed.
The Course of Life: Psychoanalytic Contributions Toward Understanding Personality Development. Vol. II: Latency, Adolescence and Youth.
National Inst. of Mental Health (DHHS), Adelphi, Md. Mental Health Study Center.
Report No.-DHHS-ADM-80-999
Pub Date-80
Note-550p.; For abstracts to related documents, see PS 012 546-548.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-01027-8, $11.00).
Pub Type- Collected Works - General (020)
Document Not Available from EDRS.
Descriptors-Adjustment (to Environment), *Adolescents, Adults, *Developmental Stages, *Emotional Problems, Job Performance, *Maturity (Individuals), *Mental Disorders, *Personality Development, Psychopathology, Psychosis, Psychotherapy, Young Children
Identifiers-*Latency Age Children, Oedipal Conflict, Psychoanalytic Theory

This volume is the second in The Course of Life'' series which contains original contributions from an international group of scientists and clinicians who have produced much of current knowledge about the phases of human personality development. These contributions cover the continuum of human development from the prenatal phase through childhood and adulthood. Dimensions of normal development, as well as the emergence of adaptive and pathologic propensities, are discussed for each developmental phase. Chapters in Volume II discuss aspects of normal, adaptive, and pathological developments during latency, adolescence, and young adulthood. (Author/RH)

ED 211 193 PS 012 548

Greenspan, Stanley I., Ed. Pollock, George H., Ed.

The Course of Life: Psychoanalytic Contributions Toward Understanding Personality Development. Vol. III: Adulthood and the Aging Process.

National Inst. of Mental Health (DHHS), Adelphi, Md. Mental Health Study Center.

Report No.-DHHS-ADM-81-1000

Pub Date-81

Note-608p.; For abstracts to related documents, see PS 012 546-547.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-01062-6, $8.50).

Pub Type- Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-*Adults, *Aging (Individuals), Depression (Psychology), *Developmental Stages, *Emotional Problems, Empathy, Environment, Heredity, Maturity (Individuals), *Mental Disorders, Midlife Transitions, Neurosis, *Personality Development, Psychopathology, Psychosis, Psychotherapy, Schizophrenia

Identifiers-Narcissism, *Psychoanalytic Theory, Regressive Behavior, Reminiscence

The volumes that make up The Course of Life'' series represent original contributions from international scientists and clinicians who have produced much current knowledge about the phases of human personality development. The chapters in Volume III discuss adulthood from various perspectives. Contributions cover the continuum of human development from the prenatal phase through old age. Dimensions of normal development as well as the emergence of adaptive and pathologic propensities are discussed for each developmental phase. Topics of some of the papers include the midlife crisis, the nature of adulthood, psychoanalysis and the environment, and pathological conditions such as neurosis, narcissism, psychosis, manic-depressive illness, borderline personality organization, and schizophrenia. Other discussions focus on developmental aspects of aging and appropriate therapeutic approaches to the problems of the elderly. (Author/RH)

ED 211 194 PS 012 552

Tarrow, Norma Bernstein Lundsteen, Sara Wynn
Activities and Resources for Guiding Young Children's Learning.
Report No.-ISBN-0-07-039108-4
Pub Date-81
Note-290p.
Available from-McGraw-Hill Book Company, Princeton Road, Hightstown, NJ 08520 ($12.95, plus $0.52 shipping).
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Affective Behavior, Children, *Cognitive Development, Early Childhood Education, Educational Objectives, Infants, *Language Acquisition, *Learning Activities, *Motor Development, Multicultural Education, Resource Materials, Teaching Guides
Identifiers-Toddlers

Written from a developmental interactionist viewpoint, this guide for teachers provides practical and useful ideas for working with infants through 9-year-olds. (Developmental interactionists contend that activities designed to foster one area of a child's development will tend to foster development in other areas as well.) Section I of the guide provides general resources relevant to the field of early childhood education. These resources are divided into three categories: a partially annotated bibliography of books and periodicals for teachers; a non-annotated bibliography of books and periodicals for children; and names and addresses of suppliers and sources of commercial, free or inexpensive, audiovisual, and community learning meterials. Sections II, III, IV, and V contain objectives, activities, and specific resources for four developmental areas: psycho-physical motor, cognitive, linguistic, and affective. Concepts, activities, and resources designed for use in a multicultural approach to teaching and learning are provided in Section VI. Finally, some ideas and guidelines for the education of children with special needs are presented in Section VII. Sample activity forms which teachers can duplicate in order to create additional activities for each developmental level are provided in the appendix. (Author/MP)

ED 211 195 PS 012 565

Johnston, Chris, Ed.
Child Care Recommendations for Honeywell Employees.
Honeywell, Inc., Minneapolis, Minn.
Pub Date-Jul 80
Note-45p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Day Care, Early Childhood Education, *Employee Attitudes, *Employer Employee Relationship, *Fringe Benefits, *Needs Assessment, Parent Attitudes, Program Costs, Program Evaluation

Identifiers-*Employer Supported Child Care, *Honeywell Inc

Quality child care is an issue affecting both an industry as a whole and the individuals within that industry. Employees' absenteeism, morale, and motivation are closely linked to concern for their child's well-being and this concern will ultimately affect both production and company success. In recognition of this issue, the Honeywell Corporation requested its Women's Task Force (WTF) to investigate how child care needs affect Honeywell employees. This paper provides a report of the WTF's investigation. Included are a discussion of issues surrounding child care provision, child care options available in the workplace, the specific child care needs of Honeywell employees, and the conclusions and recommendations of the WTF. Four appendices contain a copy of the questionnaire used to collect data on the child care needs of Honeywell employees, definitions of terms used throughout the report, an example of a Honeywell employee salary analysis, and a copy of the sliding fee schedule used by the Greater Minneapolis Day Care Association. (Author/MP)

ED 211 196 PS 012 566

Bridgeland, William M. And Others

Policymaking Styles in State Early Childhood Education.

Pub Date- 80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Altruism, Comparative Analysis, Day Care, Differences, *Early Childhood Education, *Institutional Characteristics, *Organizational Climate, Organizations (Groups), *Policy Formation, *Realism, State Agencies
Identifiers-California, Michigan, New York, Project Head Start

As part of a larger study, 84 major state level early childhood policymakers in Michigan, California and New York were surveyed to identify differences in policymaking styles among state agencies and interest groups. Participants included (1) agency policymakers, such as early childhood specialists in the departments of education, social services, and public health, (2) government personnel concerned with prekindergarten policy issues, and (3) prekindergarten specialists. Respondents rated the agencies and groups on a five point scale measuring altruism/realism. Results indicate that on the whole in all three states the state agencies for education, social services, and public health were perceived as somewhat more realistic in style than were the interest groups such as the state affiliate of National Association for the Education of Young Children (NAEYC), private voluntary child care organizations, proprietary child care organizations, and Project Head Start. Except for proprietary groups, which by their nature are first concerned with factors affecting their livelihood, interest groups were seen as more idealistic in policymaking style than were state agencies. According to respondents, New York private child care organizations and California Head Start programs had a somewhat realistic style. In conclusion, implications of the findings for early childhood education policymaking are discussed and a strategy for effective political action is recommended. (Author/RH)

ED 211 197 PS 012 567

Bates, Sue Ann

Program Guidelines for Kindergarten.

Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-Bull-1444
Pub Date-81
Note-46p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Development, *Classroom Environment, *Curriculum Design, Educational Philosophy, Guidelines, *Kindergarten, *Learning Activities, *Play, Primary Education, Program Development, Scheduling, Student Teacher Relationship, Teacher Role

This document presents guidelines for kindergarten programs and identifies goals based on the physical, emotional, intellectual, and social development of children 4 to 6 years of age. Separate chapters briefly focus on the kindergarten child's brain development; the role of play in children's learning; the teacher's role in guiding play; the provision of a learning environment which offers exploration, achievement, and experimentation; and curriculum design emphasizing individual differences. Somewhat lengthier treatment is given to the components of learning centers, aspects of daily activities such as transitions and pacing, and schedule development. Some sample schedules are provided, and the special needs of a full-day kindergarten are addressed. Appendices provide the titles, prices, and sources of curriculum bulletins as well as a bibliography on kindergarten. (Author/DB)

ED 211 198 PS 012 568

Doby, John T. And Others

An Empirical Investigation Into the Intellectual, Physical, Psychological, and Social Consequences of Being Reared an Only Child. Final Report.

Emory Univ., Atlanta, Ga.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Report No.-PB81-171993

Pub Date-Dec 80

Contract-N01-HD-92802

Note-238p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Adolescents, Birth Order, Blacks, *Children, Comparative Analysis, Family Structure, *Intellectual Development, Intelligence Quotient, *Physical Development, Siblings, *Social Development, Socioeconomic Influences, Whites

Identifiers-*Only Children

Declining family size plus the widespread belief that only children experience adjustment difficulties provided the impetus for this investigation comparing the characteristics of only children with children raised in multiple-sibling families. Results indicated that being reared as an only child actually provided a slight developmental advantage over those raised with other siblings. A wide range of nation-wide physical, medical, social, and psychological data were obtained for children and adolescents. Information was gathered on background characteristics such as parents' educational levels and prenatal and natal conditions. Dependent variables included physical development, medical health, cognitive abilities, and psychological as well as social characteristics. The following conclusions were reached: (1) a simple correlation between birth order and I.Q. disappeared when background characteristics such as parental education level and family income were considered; (2) under extremely disadvantaged conditions, the I.Q. scores of blacks and whites did not differ significantly; (3) the rates of I.Q. development over time for different socioeconomic and racial groups remained stable; and (4) the I.Q. development of groups from deprived environments was associated with fewer factors than was the I.Q. development of groups from enriched environments. Appendices provide graphs, data items, and background information. (Author/DB)

ED 211 199 PS 012 569

McClinton, Sandra L. Topping, Carolyn

Extended Day Kindergartens: Are the Effects Intangible?

Pub Date- 81

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Adjustment (to Environment), Comparative Analysis, *Grade 1, *Kindergarten Children, *Outcomes of Education, Primary Education, Rating Scales, Social Adjustment, *Teacher Response

Identifiers-*Full Day Programs, *Half Day Programs

Teachers' perceptions of students' adjustment to first grade were investigated in an attempt to discover whether or not the extended kindergarten day (EKD) affects such adjustment. The sample consisted of 80 children from 10 public first grade classrooms in a central Colorado school district. Eight children were randomly selected from each classroom, four from regular kindergartens, and four from extended kindergarten day classes. Males and females were equally represented in each group. The first grade teachers rated their students during the sixth week of the school year on a specially designed and validated 21 item rating scale consisting of academic ability and social adjustment subscales. Results indicate that first grade teachers judge children coming from EKD classrooms to be more capable students than those from regular kindergartens. (Author/RH)

ED 211 200 PS 012 570

Marshall, Gail Herbert, Martin
Recorded Telephone Messages: A Way to Link Teacher and Parents. Evaluation Report.
CEMREL, Inc., St. Louis, Mo.
Spons Agency-Department of Education, Washington, D.C.
Report No.-PL-95-561
Pub Date-20 Jul 81
Grant-G008004125
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Basic Skills, Elementary Education, Elementary School Students, Home Study, Mathematics, Parent Attitudes, *Parent Participation, *Parent Student Relationship, *Parent Teacher Cooperation, Program Evaluation, Questionnaires, Reading Skills, *Telephone Instruction, Vocabulary Skills

This report presents an evaluation study of the Recorded Telephone Message Project which used teacher-recorded telephone messages as a means of encouraging parents to help their children learn basic skills. Each week for 31 weeks, three third grade and three fourth grade teachers from an elementary school recorded a 2- to 3-minute telephone message which recapped the week's classroom work on basic skills. The message also gave parents suggestions for home activities as well as a telephone number to call if they wished to arrange a meeting with the teacher or procure supplementary teaching materials. Data for the evaluation were collected through a questionnaire mailed to parents, 47 per cent of whom returned it. Evaluation results included the following: the project was implemented consistently and with a relatively high level of use; most of the parents who returned questionnaires reported using the telephone service with some frequency, and using at least five activities to improve children's basic skills; nearly all of these parents were satisfied with the project; achievement scores of students in the telephone classes did not differ from students' scores in non-telephone classes; and of the students in the telephone classes, a direct relationship between students' achievement scores and frequency of telephone usage was found for third graders only. Recommendations are given to strengthen teacher-parent links in a telephone message project. Appendices include the parent questionnaire and a list of parents' comments about the project. (Author/DB)

ED 211 201 PS 012 572

Porter, Carol J.

Professionalization and Day Care: Friend or Foe?

Pub Date-13 Nov 81

Note-22p.; Paper presented at the Conference on Child Care Education, University of Miami (Coral Gables, FL, November 13, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification, *Child Caregivers, *Day Care, Decentralization, Early Childhood Education, Federal Regulation, Financial Support, Government Role, Professional Development, *Professional Education, Professional Personnel, *Professional Recognition, State Aid

Identifiers-*Project Head Start

The concept of day care service as a profession is discussed against the backdrop of decreased federal funding and increased federal emphasis on decentralization of government services. Because the public equates caring for other people's children with caring for one's own children, it is contended in this document that the issue of day care provision is particularly misunderstood, and that the public remains unconvinced that day care providers possess knowledge and skills not possessed by those outside the field. Professionalization of day care services is advocated as the means of best coping not only with the current federal suspicion of day care but also with the unsatisfactory working conditions experienced by day care workers. Eight characteristics of a profession are identified, and while professionalization of day care is advocated, the eight characteristics are also analyzed in terms of their use by opponents of day care. Realities of professionalization are discussed in terms of educational and service costs, resistance to standardization from within day care ranks, and sources of recognition for professionals. Recommendations regarding immediate steps to take include implementing informal networks of human services workers, becoming more involved in professional organizations, studying processes and efforts successfully used by business and industry to appeal to the public, and communicating with legislators. (Author/DB)

ED 211 202 PS 012 577

Sachs, Jacqueline

Don't Interrupt!'': Preschoolers' Entry into Ongoing Conversations.

Pub Date-81

Note-17p.; Paper presented at the Second International Congress for the Study of Child Language (Vancouver, British Columbia, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Classroom Communication, Classroom Observation Techniques, Classroom Research, Cognitive Ability, *Preschool Children, Preschool Education, *Sex Differences, *Social Cognition, Sociolinguistics, Verbal Communication

Identifiers-*Conversation, Dyads, *Interruption

The purpose of this study was to determine the extent to which preschoolers have acquired some of the rules governing politeness when they interrupt conversations. (An interruption was defined as an utterance by a child to two or more people who were already engaged in conversation, and where the topic of the child utterance was unrelated to the ongoing conversational topic.) Eighteen 3- to 5-year-old boys and girls were observed in their classroom while interacting with one another. Observations yielded instances of children's attempts to enter ongoing conversations between child/child, adult/child, and adult/adult pairs. Results indicated that preschoolers rarely used polite strategies (e.g., waiting for acknowledgement) or verbal politeness formulas (e.g., Excuse me'') before interrupting. Adult/child pairs were more frequently interrupted than were adult/adult or child/child pairs. Older children and girls tended to interrupt at a closer distance to those they were interrupting than did younger children and boys. The results are discussed in terms of the development of the sociolinguistic rules and cognitive abilities involved in entering ongoing conversations. (Author/MP)

ED 211 203 PS 012 578

Friendly, Martha Johnson, Laura C.

Perspectives on Work-Related Day Care. Child in the City Report No. 11.

Toronto Univ. (Ontario). Centre for Urban and Community Studies.

Report No.-ISBN-0-7727-1212-3

Pub Date-Apr 81

Note-32p.; Paper presented at the Conference on Work-Related Day Care (Toronto, Canada, May 5, 1981).

Available from-Centre for Urban and Community Studies, University of Toronto, 150 St. George Street, Toronto, Ontario, Canada M5A 1A1 ($2.00)

Pub Type- Reports - Evaluative (142) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Day Care, Day Care Centers, Early Childhood Education, Employed Parents, *Employer Employee Relationship, Family Day Care, Financial Support, Fringe Benefits, History, *Models, Program Administration, *Unions

Identifiers-Canada, *Employer Supported Child Care, United States

This paper provides background information and a preliminary discussion of issues to be addressed during a one-day conference on Future Directions in Work-Related Day Care,'' sponsored jointly by the Child in the City program and the Social Planning Council of Metropolitan Toronto. After describing the context, needs and historical development of work-related day care in the United States and Canada, the authors outline alternative models through which these kinds of services may be provided, and discuss the special role of organized labor in expanding opportunities for the provision of day care at the work-place. The advantages for both employers and parents, and the central issues involved in organizing work-related day care are summarized. (Author/MP)

ED 211 204 PS 012 579

Warner, Donna D. And Others

Comparative Evaluation of AB 3059 Alternative Child Care Programs. Summary Report.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-31 Mar 79
Note-79p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Information Services, Comparative Analysis, Cost Effectiveness, *Day Care, Day Care Centers, *Delivery Systems, Early Childhood Education, Family Day Care, *Program Effectiveness, Program Evaluation, *Public Policy, Referral, State Legislation, *State Programs
Identifiers-*California

Findings from the evaluation of the AB 3059 alternative child care programs are presented in this report. (AB 3059 child care programs were mandated by the California legislature in 1976 with the goals of assessing features that might reduce child care costs, ensuring maximum parental choice among facilities, addressing unmet child care needs throughout California, and encouraging community-level coordination of support for child care programs.) Section I, the introduction, provides an overview of the legislation establishing AB 3059 child care programs, summarizes background information about AB 3059 and other child care programs funded by the California State Department of Education, discusses the evaluation study's objectives and limitations, and defines key terms and concepts used throughout the report. Major findings of the study as they relate directly to the legislative goals of AB 3059 are presented in Section II. The central question addressed in this section is To what extent have AB 3059 programs succeeded in meeting the objectives specified by the California state legislature?'' Major findings for each of the four types of program constituting AB 3059 (center-based child care, family day care systems, vendor payment programs, and resource/referral programs) are presented in Section III. Finally, Section IV assesses the cost and resource structures of different methods of child care delivery, the impact of wage rates and caregiver/child ratios on the costs of center-based care, and the interrelationship of cost and quality considerations. (Author/MP)

ED 211 205 PS 012 580

Goffin, Stacie Childress, Ronald

Defining and Assessing Children's Services at the State Level. Children's Services Needs Assessment Project.

West Virginia Coll. of Graduate Studies, Institute.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Governor's Office of Economic and Community Development, Charleston, W.Va.

Pub Date-Nov 81

Note-48p.; Prepared through the Center for the Study of Early Childhood, Middle Childhood and Adolescent Education.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Measures, *Child Welfare, Delivery Systems, *Needs Assessment, Professional Personnel, Public Schools, *State Surveys, *Validity, *Welfare Services, Young Children

Identifiers-*Conceptual Frameworks, West Virginia

The first phase of a four-phase needs assessment study of children's services in West Virginia is reported at length in this document. (The remaining three phases are also briefly described.) In this first phase of the study, the efforts of other states in providing children's services were surveyed, relevant literature was reviewed, and applicable materials from within West Virginia were analyzed. The resulting conceptual framework described (1) actual services delivered to children 6 years of age and under, (2) process variables which determined the ways in which services were provided, and (3) the legal, social, and political context in which children's services and delivery were embedded. The framework was subsequently examined for external validity through a survey of 86 West Virginia children's services professionals, 55 public school personnel, and 81 national experts in children's services. Survey participants rated the importance of and estimated the current status of 27 statements about the relationship of the family to children's services, societal attitudes toward children's needs, the role of the state, the perspective or focus of delivery systems, and service delivery. The conceptual framework was found to be valid for use in developing an instrument for assessing children's services provision

in West Virginia. Instruments developed are attached. (Author/RH)

ED 211 206 PS 012 581

Dicaire, Nicole Cameron, Catherine Ann
Interference in Preschool Children's Learning Sets.
Pub Date-Jun 81
Note-8p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Canada, June, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cues, *Discrimination Learning, Foreign Countries, *Preschool Children, Preschool Education, *Retention (Psychology), Visual Learning
Identifiers-Canada, *Interference (Learning), *Learning Sets

The purpose of this study was to identify the nature of the information which preschool-age children must attend to and maintain within problems in order to solve a series of two-choice simultaneous discrimination problems. Twenty-four preschool children participated in the experiment. The stimuli used in these problems consisted of planometric geometric forms with seven values on each of the visual dimensions of color and form. Children were first overtrained on a two-choice simultaneous discrimination problem and subsequently were tested on a series of new problems. Prior to testing, trials of the previously overlearned problem were interpolated between the training and test trials. Also, to maintain attention to the originally trained cue and to test for its maintenance, three trials of the overlearned problem were presented between new problems. The new problems used in the test trials were of two types: those in which the correct cue value was on the same dimension as the original problem, necessitating an intradimensional shift in attention, and those in which the correct cue was on a different dimension from the original, thus involving an extradimensional shift. Each child received a total of eight, two-trial problems: four intradimensional and four extradimensional and interpolations in between, for a total of 54 trials. Results indicate that preschool children performed better when an extradimensional shift was called for than when an intradimensional shift was required. (Author/RH)

ED 211 207 PS 012 582

Hay, Dale F.

Social Constraints on Social Learning in Infancy.

Pub Date-Apr 81

Note-16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Conflict, *Infant Behavior, *Interaction Process Analysis, *Modeling (Psychology), Personality Traits, *Social Behavior. Social Development, *Socialization

Identifiers-*Dyadic Interaction Analysis, Dyads

This research project, designed to examine social learning in infancy, attempted to examine the process of infant interaction through its beginning, middle, and end. Pairs of previously unacquainted 21-month-old children were observed in a laboratory playroom for 15-minute sessions on three consecutive days; on the fourth day, new dyads were created and observed for 15 minutes. The incidence of conflict, defined as an interaction marked by the incompatability of two individual actions, was recorded on videotape. The temporal sequence of conflict was defined in terms of specific dyadic interaction. Analysis was conducted regarding types of interaction withing the course of a dispute, from one dispute to another, and over days. Results indicated that actions within the course of a dispute were not chosen randomly but escalated as a dispute continued, that losers of disputes were much more likely to start another conflict, and that certain individual children were disposed to begin fights regardless of whether their partner was familiar or a stranger. (Author/DB)

ED 211 208 PS 012 583

Davis, Bette Joe Blackwell, Jacqueline

Humanistic Education and the Handicapped Child: Implications for Quality Day Care Programs.

Pub Date- 78

Note-15p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Needs, Curriculum Development, *Day Care, *Disabilities, Early Childhood Education, *Humanistic Education, *Mainstreaming, Preschool Children

A humanistic approach to the mainstreaming of handicapped children in day care programs is discussed. The importance of (1) delineating the total developmental pattern of the child, (2) the child's perception of himself and others as it relates to the teacher in the teaching process, and (3) curriculum development in terms of six basic needs (physical security, love, creative expression, cognitive mastery, social competency and self-worth) are emphasized. How the basic needs of children are specifically related to handicapped children is pointed out. (Author/RH)

ED 211 209

PS 012 584

Provencher, Darell C. Beauchamp, Kenneth L.

Discriminant Analysis of Family Interaction During Play.

Pub Date-Aug 81
Note-38p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981). Sponsored through the University Research Committee.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, *Discriminant Analysis, Elementary School Students, *Family Characteristics, Fathers, *Interaction, Mothers, *Parent Child Relationship, *Play, Preschool Children, Research Methodology, *Siblings
Identifiers-Situational Variables

Discriminant analysis was used to explore the influence of the relative ages of siblings on their dyadic interactions, and to explore which interaction behaviors might discriminate among families and among interaction situations. Six dyadic interaction situations of 30 minutes duration were observed among members of 12 normal families. The observations took place in the families' homes once a week for five consecutive weeks. The interaction situations consisted of (1) child-directed interaction with mother, (2) child-directed interaction with father, (3) child-directed interaction with older sibling, (4) mother-directed interaction, (5) father-directed interaction, or (6) sibling-directed interaction. The Dyadic Parent-Child Interaction Coding System was modified in order to record the interactions of the target child with mother, father, or older sibling. This modified coding system provided a frequency count of 34 discrete positive and negative behaviors which may occur between parent/sibling and target child during play. Observations were made by two researchers who independently and unobtrusively recorded behaviors at 1-minute intervals while subjects played with a standard set of toys. Results of the discriminant analysis indicated that interaction situations could be correctly classified 89 per cent of the time based on the linear combination of six behaviors: three parent/sibling behaviors (identified as Acknowledge, Unlabeled Praise, Descriptive/Reflective Question) and three child behaviors (identified as Compliance to Direct Command, Whine, and Child Change Activity). A combination of five behaviors correctly classified family groups 87 per cent of the time (Child Change Activity, Child Whine, Descriptive/Reflective Question, Unlabeled Praise and Child Laugh). Implications for future normative studies are discussed. (Author/RH)

ED 211 210 PS 012 585

Christensen, Chris

Giving an Account. Teachers as Evaluators Project Evaluation: Parent Participation at Springbrook Kindergarten, South Australia. Part IV.

Canberra Coll. of Advanced Education (Australia).
Report No.-ISBN-0-642-96209-X
Pub Date-Jun 81
Note-21p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, Foreign Countries, *Kindergarten, Measures (Individuals), *Parent Attitudes, *Parent Participation, Parent Role, Program Evaluation, *Teacher Role
Identifiers-*Australia

This paper describes the planning, implementation, and findings of an evaluation study intended to investigate parent participation activities in a South Australian kindergarten. The study was carried out by kindergarten staff and was conducted in four phases: (1) development of a rationale for parent participation; (2) development of strategies for involving parents; (3) design of an opinionnaire to establish whether, and how much, parents want to participate in kindergarten activities; and (4) the use of diaries, videotape cameras, and photography to observe and record all types of parent participation during the second term of the 1980 school year. As a result of the opinionnaire, kindergarten staff found that a majority of parents did want to participate, and were more than willing to do so if they knew what their role would be. Based on the observation phase, teachers found that parents participated in several ways, including decision-making, provision of information, teaching, and raising funds for school activities. A copy of the opinionnaire is included in the appendix. (Author/MP)

ED 211 211 PS 012 586

Glen, Sally McCoy, Youlonda

Providing In-Service Training to Paraprofessionals Working with Handicapped Children - It's Not in My Job Description''.

Learning and Education for Exceptional Paraprofessionals, Greensboro, N.C.

Pub Date-Nov 81

Note-14p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Detroit, MI, November 5-8, 1981). Filmed from best copy available. Not available in paper copy.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Competency Based Education, *Disabilities, *Educational Needs, Elementary Education, Guidelines, *Inservice Education, Learning Modules, *Paraprofessional Personnel, Postsecondary Education, Preschool Education, Program Descriptions, Special Education, Student Characteristics, *Teacher Aides, Teacher Characteristics

The competency-based training program of the Learning and Education for Exceptional Paraprofessionals (LEEP) project is described and the contents of five LEEP developed training modules are indicated. In addition, the term paraprofessional'' is defined, characteristics and duties of paraprofessionals are specified in terms of competencies, and orientation and support needs of paraprofessionals are pointed out. In conclusion, guidelines for training adult learners and for conducting training sessions are provided and characteristics of adult educators and adult learners are listed. (Author/RH)

ED 211 212 PS 012 587

Chilman, Catherine S. And Others

Adolescent Pregnancy and Childbearing: Findings from Research.

Wisconsin Univ., Milwaukee. School of Social Welfare.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
Report No.-NIH 81-2077
Pub Date-Dec 80
Note-347p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-046-000-54-3, $8.50).
Pub Type- Opinion Papers (120) - Reports - Research (143) - Collected Works - General (020)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Abortions, *Adolescents, *Contraception, Demography, Economic Factors, Family Planning, Females, Health, *Pregnancy, Psychological Characteristics, Self Concept, *Sexuality, *Social Problems, Theories, Trend Analysis
Identifiers-Adolescent Parents, Gender Identity, Parenthood, *Psychosocial Development

Issues and trends related to adolescent pregnancy and childbearing in the United States are discussed in the 12 papers collected in this publication. Chapters I and II delineate trends in teenage childbearing and explore aspects of psychosocial development and social problems associated with teenage illegitimacy. Chapters III and IV describe first, the sexual and contraceptive experience of young unmarried women in the United States circa 1971 and 1976, and second, aspects of the teenage family planning clinic experience of adolescents. Chapter V presents a reconceptualization of adolescent sexuality that is broadened to include a sense of gender identity and related concepts, sex role behavior, and attitudes about the self and others. Adolescents' access to and use of fertility control services are discussed in Chapter VI. Chapters VII, VIII, IX, X, and XI focus on the health and demographic, psychological, economic, and social consequences of adolescent pregnancy, childbearing, abortion, and parenthood. In conclusion, Chapter XII delineates a theory of teenage pregnancy in the United States. (Author/RH)

ED 211 213 PS 012 588

Kraft, William A. Rodolfa, Emil R.
Annotated Bibliography of Wayne Dennis, Ph.D.
Pub Date- 81
Note-41p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aging (Individuals), Annotated Bibliographies, *Child Development, *Cognitive Processes, Cross Cultural Studies, Freehand Drawing, Infants, *Learning Processes, *Psychologists, *Psychology
Identifiers-*Animism, *Dennis (Wayne)

The major works of the child/developmental psychologist and educator Wayne Dennis are listed in this annotated bibliography. (One-hundred-twenty-one citations are included.) For ease of use, the bibliography has been subdivided into the major headings of aging (7 citations); animistic thinking (9 citations); cross-cultural studies (8 citations); figure drawing (9 citations); infant development (24 citations); learning (23 citations); miscellaneous articles (14 citations); and psychology and psychologists (27 citations). (Author/RH)

ED 211 214 PS 012 589

Kraft, William A. Rodolfa, Emil R.

Wayne Dennis: A Biographical and Professional Perspective, 1905-1976.

Pub Date- 81

Note-16p.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biographies, Child Development, *Professional Development, *Professional Recognition, *Psychologists

Identifiers-*Dennis (Wayne)

The accomplishments of the American psychologist Wayne Dennis (1905-1976), author of Children of the Creche'' and approximately 130 additional published works, are described. Professor Dennis' research interests and accomplishments are emphasized. (RH)

ED 211 215 PS 012 590

Henniger, Michael L.

The Telephone and Parent/Teacher Communication.

Pub Date- 81

Note-9p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Feedback, *Interpersonal Relationship, *Noninstructional Responsibility, Parent School Relationship, *Parent Teacher Cooperation, Preschool Education, Teacher Behavior, *Teacher Effectiveness, *Telephone Communications Systems, *Verbal Communication

Teachers must establish good relationships with parents if they want to have a significant impact on their students. Finding time to communicate with parents is difficult for most educators. The telephone provides a form of communication which is effective, requires minimal expenditures of time and energy, and allows certain kinds of information to be communicated well. Access to and availability of phones characterizes telephone communication in the United States. As such, phone communication can be established practically instantaneously with a parent. Telephone communications allow teachers to receive immediate feedback from parents and to engage in two-way interaction. Many adults are at ease over the phone but not with other forms of interpersonal communication. In the early part of the school year when parent-teacher relationships are beginning to develop, telephone contact reduces tension. Telephone limitations include such features as parents' expectations to hear bad news, lack of parent time to prepare, phone calls made at inconvenient times for the parent, and language barriers which hinder phone communication. Homework discussions and emotional issues are better discussed through means other than telephone conversations. (The document concludes with ten guidelines for telephone communication with parents.) (Author/DB)

ED 211 216 PS 012 591

Henniger, Michael L.
Building Parent/Teacher Relations Through Written Communication.
Pub Date- 77
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Noninstructional Responsibility, Parent School Relationship, *Parent Teacher Cooperation, Preschool Education, *Preschool Teachers, *Teacher Role, *Verbal Communication, *Writing (Composition)

Information about children's behavior in preschool and about the preschool program interests parents and provides them with useful information. Preschool teachers should make every effort to share their knowledge with parents whenever possible. How to communicate various types of information presents a major difficulty for teachers. Some information is personal (e.g., a child's misbehavior), whereas other information is public (e.g., the highlights of the week's activities). The use of a variety of written communications provides effective techniques for sharing these different types of information with parents. Written communications frequently take less teacher time and energy than do other methods of communication. Some teachers express themselves more clearly in writing than through other modes of communication, and thus often find writing a more effective method of communication. Parents benefit from written communication for various reasons. For example, they are better able to reflect on what is being said and they are able to schedule a time to read when they will not be distracted by their children. Types of written communication include notices, notes, letters, newsletters, pamphlets, and brochures. Each technique possesses strengths and limitations. For example, their one strength is that teachers can employ individual styles when using these techniques. When carefully planned, written communications help build more meaningful parent-teacher relationships. (Author/DB)

ED 211 217 PS 012 592

Report to Congress: Summary Report of the Assessment of Current State Practices in Title XX Funded Day Care Programs.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.-DHHS-OHDS-81-30331

Pub Date-Oct 81

Note-300p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Child Caregivers, *Day Care, Demography, Early Childhood Education, *Educational Practices, *Federal Programs, *Federal Regulation, Federal State Relationship, Parent Participation, Program Costs, Program Evaluation, *Program Implementation, Questionnaires, Social Services, State Action, *State Standards, State Surveys, Tables (Data), Technical Assistance, Training

Identifiers-Regulatory Agencies, *Social Security Act Title XX

In 1980 the federal government mandated that assistance be given states to conduct systematic assessment of current practices in Title XX funded day care programs and that a summary report of this assessment be provided to Congress. Assessment findings are given in this document. Overall, provider practices exceeded state licensing standards and compared favorably with or exceeded the proposed federal requirements. Many centers permitted parent participation in general program policy making, informed parents about their children, and allowed unlimited observation. For all but children under 2 years of age, Title XX funded centers maintained average group sizes smaller than federal maximum limits and state licensing standards. Most centers provided orientation to caregivers. Nearly all provided snacks and lunches, and around 75 per cent provided breakfasts. Centers required immunizations and health assessments even in states without such requirements. All states had fire and sanitation codes for centers and most states had codes for homes. Nearly all centers provided social services information and assistance. Continued assistance is suggested regarding training, health and social services information systems, parent involvement, and group size. (Author/DB)

ED 211 218 PS 012 593

Fosburg, Steven And Others

Family Day Care in the United States: Summary of Findings. Final Report of the National Day Care Home Study. Volume 1.

Abt Associates, Inc., Cambridge, Mass.; Center for Systems and Program Development, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-DHHS-OHDS-80-30282
Pub Date-Sep 81
Contract-HEW-105-77-1051
Note-128p.; For related documents, see PS 012 594-599.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Child Caregivers, Early Childhood Education, *Family Day Care, Fees, *Group Structure, Income, *Interpersonal Relationship, Longitudinal Studies, Observation, Parent Attitudes, *Program Costs, Research Design, Research Methodology, *Social Agencies, State Standards, Surveys
Identifiers-Agency Provider Relationship, Family Day Care Systems, *National Day Care Home Study, State Regulation

This volume, the first in a series of seven reporting the design, methodology and findings of the 4-year National Day Care Home Study (NDCHS), the first national study of family day care, provides a synopsis of the study's findings. Volume One consists of 10 chapters. Chapter I provides background information and an overview of the NDCHS. Design and methodology of the study are described in Chapter II. Chapter III summarizes findings concerning state regulation of family day care in San Antonio, Philadelphia and Los Angeles. The characteristics of family day care providers are reported in Chapter IV, and findings on the group composition of children in day care are reported in Chapter V. Characteristics of the parents of children in care are described in Chapter VI, and Chapter VII reports findings resulting from in-home observation of child/caregiver interactions. The costs of family day care to parents, government and caregivers are reported in Chapter VIII. Chapter IX describes the 22 family day care systems studied during the NDCHS. Conclusions and recommendations are offered in the final chapter.

(Author/RH)

ED 211 219 PS 012 594

Singer, Judith D. And Others

Family Day Care in the United States: Research Report. Final Report of the National Day Care Home Study. Volume 2.

Abt Associates, Inc., Cambridge, Mass.; Center for Systems and Program Development, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.-DHHS-OHDS-80-30283

Pub Date-1 Aug 80

Contract-HEW-105-77-1051

Note-656p.; For related documents, see PS 012 593-599. Some tables in Appendix D may not reproduce well due to small print size.

Pub Type- Reports - Research (143)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-Behavior, Certification, *Child Caregivers, Early Childhood Education, *Family Day Care, *Food Service, *Individual Characteristics, Interviews, Longitudinal Studies, Observation, Parents, *Program Costs, Research Design, Research Methodology, Surveys, Tables (Data), Young Children

Identifiers-Child Care Food Program, *National Day Care Home Study, *Regulatory Agencies

This volume, second in a series of seven reporting the design, methodology, and findings of the 4-year National Day Care Home Study (NDCHS), provides a detailed description of the analysis conducted on data gathered through in-depth interviews with the 793 caregivers who participated in the NDCHS. Chapter I, the introduction, discusses the social and political context in which the NDCHS was conceived and implemented, presents the research objectives and design of the study, and briefly overviews the objectives of the remaining six volumes. The development and the purpose of the research design, the site and sample selection, and the data collection instruments used throughout the study are presented in Chapters II and III. Findings of the NDCHS are presented in Chapters IV through XI. The findings are reported in terms of the characteristics of children in care (e.g., age, ethnicity, and length of time in care), caregivers' characteristics (e.g., experience, education, training, and income), the influence of state and federal regulations on the practice of family day care, child care food programs and other aspects of nutritional planning in family day care centers, a descriptive profile of the parents who were interviewed for the study, a cost analysis of family day care provision, and the types of activities and behaviors that occur in day care homes. Four appendices contain the study's data in tabular and histogram form, and a review of relevant literature on family day care. (Author/MP)

ED 211 220 PS 012 595

Stallings, Jane And Others

Family Day Care in the United States: Observation Component. Final Report of the National Day Care Home Study. Volume 3.

Abt Associates, Inc., Cambridge, Mass.; Center for Systems and Program Development, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.-DHHS-OHDS-80-30284

Pub Date-Jun 80

Contract-HEW-105-77-1052

Note-508p.; For related documents, see PS 012 593-599.

Pub Type- Reports - Research (143)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-*Behavior Patterns, *Child Caregivers, Early Childhood Education, *Family Day Care, Individual Characteristics, Longitudinal Studies, Observation, *Research Design, *Research Methodology, Surveys, Tables (Data), *Young Children

Identifiers-*National Day Care Home Study

This volume, third in a series of seven reporting the design, methodology, and findings of the 4-year National Day Care Home Study (NDCHS) presents descriptive and statistical analyses of data obtained during observations of caregivers and children in family day care homes in three geographical locations (Los Angeles, San Antonio, and Philadelphia). The primary purpose of the observations was to generate information about the behavior of children and those who provide care for children in family day care settings. Following Chapter I's introductory overview of the study's background and purpose, Chapter II provides the framework for the study and a brief literature review which focuses on the role of the federal government in family day care, characteristics of day care users, the regulatory status of day care homes, and behaviors exhibited by children and caregivers in day care settings. Chapter III describes the selection of caregiver and child behavior variables, and Chapter IV discusses the instruments that were developed to study those variables. Selection of sample sites, homes, and ethnic groups is described in Chapter V. Chapter VI outlines field site development and data collection procedures. The quality of observation data is discussed in detail in Chapter VII. Chapter VIII presents analyses, conclusions and results, and Chapter IX is a summary providing a discussion of study questions and recommendations. (Author/MP)

ED 211 221 PS 012 596

Davison, Jacqueline L. And Others

Family Day Care in the United States: Parent Component. Final Report of the National Day Care Home Study. Volume 4.

Abt Associates, Inc., Cambridge, Mass.; Center for Systems and Program Development, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.-DHHS-OHDS-81-30299

Pub Date-17 Nov 80

Contract-HEW-105-77-1051

Note-387p.; For related documents, see PS 012 593-599.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Early Childhood Education, *Family Day Care, Interviews, Longitudinal Studies, Measures (Individuals), *Needs Assessment, *Parent Attitudes, *Parent Participation, Participant Characteristics, Profiles, *Program Costs, Research Design, Tables (Data)

Identifiers-*National Day Care Home Study

Fourth in a series of seven volumes reporting the design, methodology, and findings of the 4-year National Day Care Home Study (NDCHS), this volume presents findings obtained from interviews with parents of children attending family day care. The central aim of the parent component of the NDCHS was to obtain descriptions of parents' needs, preferences, and satisfaction with their family day care arrangements. Chapter I, the introduction, discusses the increasing need for day care provision as more and more mothers of young children enter the labor force, outlines the purpose of the parent component of the NDCHS, and traces the importance of NDCHS findings for day care policy makers. The parent component study design, its research questions, its implementation, and the sample selection process are described in Chapters II and III. The remaining chapters describe data on the characteristics of parents who use family day care (Chapter IV), parental needs and preferences for care (Chapter V), parent expectations and satisfaction with care (Chapter VI), and cost of care (Chapter VII). The final chapter (Chapter VIII) summarizes major findings, describes those characteristics of family day care that are most important to parents, and presents a profile of consumers of family day care. (Author/MP)

ED 211 222 PS 012 597

Grasso, Janet Fosburg, Steven

Family Day Care in the United States: Family Day Care Systems. Final Report of the National Day Care Home Study. Volume 5.

Abt Associates, Inc., Cambridge, Mass.; Center for Systems and Program Development, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-DHHS-OHDS-80-30285
Pub Date-1 Aug 80
Contract-HEW-105-77-1051
Note-185p.; For related documents, see PS 012 593-599. Tables in Appendix C and D may not reproduce well due to small print size.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrator Responsibility, *Agency Role, Early Childhood Education, *Family Day Care, Federal Aid, *Government Role, Interviews, Longitudinal Studies, *Program Administration, *Program Costs, Program Descriptions, *Program Implementation, State Aid, Surveys
Identifiers-Agency Provider Relationship, Child Care Food Program, *National Day Care Home Study

Fifth in a series of seven volumes reporting the design, methodology, and findings of the 4-year National Day Care Home Study (NDCHS), this volume presents a descriptive and statistical analysis of the day care institutions that administer day care systems. These systems, such as Learning Unlimited in Los Angeles and the family day care program of the Association for Jewish Children, are one of the principal mechanisms for providing subsidized day care in a family day care setting. The investigation of the family day care systems was based on interviews conducted with staff of 22 systems, both in the National Day Care Home Study sites and elsewhere. Chapter I discusses federal and state involvement in family day care. Regulations and funding at sites in California, Pennsylvania, Texas, Massachusetts, and Arkansas are described. Chapter II describes the operation of a family day care system from its inception to the selection of child care providers and delivery of special services to children and parents. The responsibilities of providers, services to providers, exclusive use agreements and the status of sponsored providers are discussed. Chapter III presents descriptive data on program and cost characteristics. Functional cost allocations, supplemental services and in-kind contributions as well as direct child care costs versus administrative costs are reported. In conclusion, the Child Care Food Program (CCFP) is discussed in terms of administrative responsibilities and the relationship of the CCFP to family day care systems. Individual program descriptions and related data are appended. (Author/RH)

ED 211 223　　　　　　　　　　　　　　　　　　PS 012 598

Millett, Ricardo A. And Others

Family Day Care in the United States: Site Case Studies. Final Report of the National Day Care Home Study. Volume 6.

Abt Associates, Inc., Cambridge, Mass.; Center for Systems and Program Development, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-DHHS-OHDS-80-30286
Pub Date-1 Aug 80
Contract-HEW-105-77-1051
Note-223p.; For related documents, see PS 012 593-599.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Case Studies, Demography, Early Childhood Education, Economic Factors, *Family Day Care, *Futures (of Society), Government Role, *Local Issues, Longitudinal Studies, *Public Policy, *Social Services, Training
Identifiers-California (Los Angeles), *National Day Care Home Study, Pennsylvania (Philadelphia), Social Security Act Title XX, Texas (San Antonio)

The Site Case Study Report, Volume 6 of the seven volume National Day Care Home Study (NDCHS), describes the status of family day care in Los Angeles, San Antonio and Philadelphia. Open-ended interviews conducted with over 30 respondents ranging from state licensing staff to day care advocates provided the qualitative information needed to complement quantitative data collected through observations and structured interviews. This volume is intended to describe the context in which the study was conducted and thereby to provide the reader with a fuller understanding of the NDCHS findings. After an executive summary of and an introduction to the contents of the volume, case studies of family day care in the three cities are presented. Each case study has two parts: first, the setting for family day care is described and second, issues affecting family day care are discussed. In conclusion, the present status and regulatory future of family day care is explored. Recommendations of a policy seminar panel discussing the regulation of family day care are appended. (Author/RH)

ED 211 224 PS 012 599

Divine-Hawkins, Patricia

Family Day Care in the United States: Executive Summary. Final Report of the National Day Care Home Study.

Abt Associates, Inc., Cambridge, Mass.; Center for Systems and Program Development, Inc., Washington, D.C.; SRI International, Menlo Park, Calif.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.-DHHS-OHDS-80-30287
Pub Date-Sep 81
Contract-HEW-105-77-1052
Note-60p.; For related documents, see PS 012 593-598.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior, *Child Caregivers, Early Childhood Education, *Family Day Care, *Group Structure, *Individual Characteristics, Longitudinal Studies, Observation, Parent Attitudes, *Program Costs, *Social Agencies, Young Children
Identifiers-Family Day Care Systems, *National Day Care Home Study

The Executive Summary of the National Day Care Home Study (NDCHS) provides a synopsis of the findings from all NDCHS components including data on family day care providers, the children in their care, and the children's parents. The summary additionally presents information on the nature of the day care in each of the NDCHS settings and presents both cost and program data on family day care systems. After a brief introduction, Chapter One reports the characteristics of family day care providers. Chapter Two reports findings on the group composition of children in day care. Chapter Three describes the characteristics of parents of children in care. Findings from in-home observation of child/caregiver interactions are reported in Chapter Four. Chapter Five reports the costs of family day care and Chapter Six describes the 22 family day care systems studied during the NDCHS. Conclusions and recommendations are offered in the final chapter. (Author/RH)

ED 211 225 PS 012 600

Copeland, Thomas B.

Parents in the Workplace Report: Minnesota Business Survey.

Toys 'n Things Training and Resource Center, St. Paul, Minn.

Pub Date-Dec 81

Note-7p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Day Care, Early Childhood Education, *Employed Parents, *Employer Attitudes, *Employer Employee Relationship, Fringe Benefits, Job Performance, State Surveys

Identifiers-*Employer Supported Child Care, Minnesota

A recent survey of 473 Minnesota businesses conducted by Parents in the Workplace (a nonprofit organization based in St. Paul, Minnesota) revealed that most area businesses provide or are considering providing a wide range of child care related benefits for employees. Flexible scheduling of employees' work hours, part-time work, leave to care for sick children, and disability leave for new mothers lead the list of benefits now offered. Benefits being considered include worksite parent education seminars, child care information/referral service, joint

cooperation with other businesses in providing child care benefits, a flexible benefit program which allows employees to choose which benefits they want, and subscription to outside agencies to provide family-related services. Over 70 per cent of the respondents believe that assisting their employees with child care needs has a positive effect on absenteeism, employee recruitment, retention, productivity, and morale. Among the major concerns identified by employers of parents are absenteeism due to sick children, the inability to locate adequate child care providers, and providing equal opportunities for all employees to take advantage of child care benefits. (Author/MP)

Charlop, Marjorie H. Sheehy, Nancy

Styles of Child Discipline: A Survey of Attitudes and Behavior.

Pub Date-Apr 81
Note-17p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 9-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Attitude Measures, *Corporal Punishment, *Discipline, *Parents, *Punishment, Socioeconomic Status, Surveys
Identifiers-California

Three hundred residents of the Pomona Valley area, near Los Angeles, were surveyed about their attitudes towards child discipline techniques. The residents were also asked to report on the punishment methods they practice with their children. Results from 102 returned questionnaires indicated that most people were moderate in their attitudes toward various child punishment methods, agreeing more with the less severe forms of punishment (scolding and sending children to their rooms) and disagreeing more with the more severe types of punishment (spanking and beating). Negative correlations between people's attitudes toward punishment and reported punishment behavior was found, suggesting that what people believe regarding punishment and what they do are two different issues. (Author/MP)

ED 211 227 PS 012 602

Baker, Elizabeth J.

Attachment and Temperament Correlates of Two-Year-Olds' Reactions to Strangers.

Pub Date-Apr 81
Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attachment Behavior, *Individual Differences, *Infant Behavior, Infants, Mothers, Parent Child Relationship, *Personality Traits, Problem Solving, *Stranger Reactions

To investigate the relationship of differences in 2-year-old children's reactions to strangers to differences in their temperaments and their security of attachment with their mothers, a correlational study was conducted with 47 infants and their parents. In the first component of the study, both parents completed a child temperament rating questionnaire at home. The second component consisted of two separate 5-minute encounters between the infant and a female stranger who approached the child in a friendly way. From videotapes of these sessions independent raters coded each child's facial expression, vocalization, and visual and gross-motor behaviors. In the third component, mother and child participated in an assessment of the child's behavior in solving four tool-using tasks of graduated difficulty that required retrieving lures from within three types of containers using an implement such as a stick. The final two tasks were too difficult for 2-year-olds to solve alone and required the assistance of their mothers, who were instructed to help or not as they felt necessary. From videotapes of these sessions raters counted frequencies of children's compliance, help seeking, whining, frustration, and other behaviors, and also coded mothers' abilities to give emotional support and to effectively communicate strategies for solving the problems. Results are discussed. (Author/RH)

ED 211 228 PS 012 603

Currie-Jedermann, Janice

A Developmental Study of the Intension and Extension of Four Natural Concepts.

Pub Date-Jun 81
Note-18p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Ontario, Canada, June, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Cognitive Development, *Cognitive Processes, *Concept Formation, Foreign Countries, *Young Children
Identifiers-Canada, *Intension Extension (Concepts), *Verbal Labeling

To investigate the development of children's knowledge of the intension and extension of four natural concepts (cup, scissors, money, and musical instrument), three questions were explored in an experiment involving one-hundred-and-twenty 3-, 5-, and 7-year-old children (40 children for each age group). Extension was measured in a verbal labeling task in which subjects were asked whether three exemplar and three distractor objects could be called by the name of the concept. For example, could each of the six objects used for the cup concept be called a cup. Intension was assessed in a conversation task in which children were asked three questions for each concept. For example, (1) What is a cup? (2) What is a cup used for? (3) Tell me all you know about a cup. Researchers first sought to specify the intension and extension of the four natural concepts. Second, they attempted to determine if intensional information was used by subjects to guide extension of their concepts. Third, they investigated whether or not making intensional information salient enabled subjects of all three ages to use intensional information to guide the extension of their concepts. Experimental group subjects received a demonstration of the function of the exemplars for each concept while the control group performed a drawing activity. Both groups performed labeling and conversation tasks. Results are discussed. (Author/RH)

Long, Thomas J. Long, Lynette

Latchkey Children: The Child's View of Self Care.

Pub Date- 81
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Youth, Comparative Analysis, *Elementary School Students, *Emotional Experience, Family Characteristics, *Family Life, One Parent Family, *Parent Child Relationship, Siblings, *Student Attitudes
Identifiers-*Latchkey Children

In order to specify in detail the nature of the experience of latchkey'' children, 53 children left at home after school without adult supervision and 32 continuously supervised children were interviewed in a study conducted in an all-black, parochial school. Study group subjects were every latchkey child enrolled in grades one through six and constituted 34 per cent of the total student enrollment in these six grades. A comparison group was formed by collecting a representative sample of children who were supervised by an adult when not in school. After an overview of social change since 1940 to the present and its impact on the American family, findings are presented first in terms of differences between latchkey children left alone and latchkey children left with siblings, and second, in terms of differences between unsupervised children and supervised children. Findings discussed include the importance of keys, the nature of parental instructions, chores, home routines, outside play, having friends over, illness, summertime and holidays, and fears. It was found, for example, that more than 30 per cent of the children left alone reported high levels of fear and that the most common method for coping with fear used by latchkey children was hiding. Not a single child in the adult supervised group was classed in the high-fear category. Additional findings are discussed and eight conclusions about the experience of latchkey children are presented. (Author/RH)

ED 211 230 PS 012 608

Zevon, Michael A. Armstrong, Gordon D.

The Impact of Childhood Cancer: A Two-Factor Model of Coping.

Pub Date-Apr 81

Note-8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 22-25, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, *Cancer, Children, *Coping, Diseases, *Emotional Experience, Mental Health, *Parents, *Stress Variables

Identifiers-*Entertainment, *Social Needs

A review of existing stress and coping models and an analysis of the distress caused by childhood cancer suggest that a broader conceptualization of coping that includes pleasure management'' is needed. Presently, successful coping is identified as the employment of strategies which allow the individual to adapt to stress. Traditional stress management models appear to be exclusively concerned with adjustment to high levels of negative affect and ignore the dimension of positive affect. Research findings, however, reveal an additional, distinct and independent dimension of the coping process that can be called pleasure management.'' This dimension consists of parents' attempts to counteract the depression and anxiety evident in the stressful situation of their severely ill children. Such attempts enable parents to continue functioning in their caregiving and associated roles. This conceptualization of stress management and pleasure management as independent dimensions rests on empirical work which investigates the structure of mood and psychological well-being. Results of these investigations indicate that positive and negative affect is related to mood, anxiety, depression, and major dimensions of personality. (Author/RH)

ED 211 231 PS 012 609

Corporations and Two-Career Families: Directions for the Future. A Report Based on the Findings of Two National Surveys.

Catalyst, New York, N. Y.
Spons Agency-EXXON Corp., New York, N.Y.
Pub Date-81
Note-99p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults, Day Care, Demography, *Employed Women, *Employer Attitudes, *Employer Employee Relationship, *Family Attitudes, *Family Problems, National Surveys, Organizational Change, *Organizational Climate, Policy, Questionnaires, Research Methodology, Spouses, Stress Variables, Tables (Data)
Identifiers-Corporations, *Dual Career Family

Two surveys were conducted to further increase understanding of two-career families and the corporations that employ them. First, questionnaires sent to Fortune 1300 corporations probed for awareness on the part of corporations of the problems of two-career couples and attempted to elicit evidence of new policy planning. A total of 374 companies participated in the corporate survey by answering four-page questionnaires. Additionally, two-career couples were recruited for participation in a survey through announcements in selected magazines and through a nationally syndicated United Press International column. Of the more than 2,000 couples who volunteered, 815 qualified for the couples survey. (To qualify for participation the wife had to have a career in the business community.) Wives and husbands answered virtually identical sets of questions, each of which was six pages in length. Results of the surveys and implications for corporations and couples are discussed. Tables of data and descriptions of aspects of research methodology employed in the surveys are appended. (Author/RH)

ED 211 232 PS 012 610

Smith, Philip B. Pederson, David R.

The Relationship of Maternal Responsiveness to Mother-Infant Interaction Patterns. Research Bulletin University of Western Ontario, London. Dept. of Psychology.

Pub Date-Jun 81

Note-53p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Attachment Behavior, Foreign Countries, *Infant Behavior, Infants, *Measures (Individuals), *Mothers, *Parent Child Relationship, *Stranger Reactions

Identifiers-Canada, *Maternal Responsiveness

The purpose of this study was to investigate the relationship between infants' attachment to mother and mothers' responsiveness to behaviors of her infant. Twenty-four male and 24 female 12-month-old infants and their mothers were videotaped at a laboratory in the Ainsworth-Wittig strange situation and in a series of subsequent situations designed to provide opportunities for distinguishing between levels of maternal responsiveness. In the last of these, a questionnaire situation designed to measure maternal responsiveness, each mother-infant dyad was filmed for 3 minutes in the same room where the mother was asked to fill out the questionnaire and the infant was allowed to explore the room. The room did not contain toys and as such the children could not occupy themselves with toys. Each mother was also told to feel free to interact with her child in any way she liked during this situation. Before leaving the laboratory mothers were asked to complete a toddler temperament scale. Strange situation behavior was scored for proximity and contact seeking, contact maintaining, resistance, and avoidance behavior in accordance with guidelines provided by Ainsworth. Measures of maternal responsiveness to infant behavior in the questionnaire situation were based upon maternal vocalization and touch following infant attentional demands. Results are discussed. It is concluded that the measures designed to assess maternal responsiveness developed in this study, while needing further refinement, appear to be a promising tool for the study of maternal behaviors related to attachment. (Author/RH)

ED 211 233 PS 012 611

Hinrichsen, Gregory A. And Others

Illness and Prevention: Self-Help Groups for Families Faced with Scoliosis.

Pub Date-Aug 81

Note-25p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Coping, *Disabilities, Group Membership, *Individual Characteristics, Motivation, National Surveys, *Parents, Program Validation, Questionnaires, Self Concept, *Self Help Programs

Identifiers-*Scoliosis, Scoliosis Association Inc

The purpose of this study was to determine what kinds of people are motivated to join a medical self-help group and whether and in what areas of psychological and social functioning such self-help groups have positive benefits for adolescents and their families. Extensive survey questionnaires were sent throughout the United States to all former and current members of nine scoliosis clubs which existed in the spring of 1980. The questionnaires contained measures of motivations and expectations for joining groups, relationships with the medical profession, psychosocial adjustment, family relationships, attitudes toward scoliosis, social support and coping styles, as well as questions related to demographic characteristics and medical histories. Completed questionnaires were returned by 199 adults (including 142 parents of children with scoliosis) and 140 young people. Another set of modified questionnaires was sent to a randomly selected sample of 1000 adults who had written to the Scoliosis Association in response to an article about the association in a nationally circulated Sunday magazine supplement. Three hundred and fifty-two adults (including 160 parents) and 143 children returned questionnaires. Results suggest that membership in a medical self-help group benefits scoliotic children and their parents in only a few areas. Problems of the cross-sectional comparison group design employed are discussed. (Author/RH)

ED 211 234 PS 012 614

Peterson, Penelope L. And Others

Students' Aptitudes and Their Reports of Cognitive Processes During Direct Instruction. Report from the Project on Studies of Instructional Programming for the Individual Student.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-WRDCIS-TR-581

Pub Date-Aug 81

Grant-OB-NIE-G-81-0009

Note-46p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Ability, *Academic Achievement, *Academic Aptitude, Classroom Techniques, *Cognitive Processes, *Elementary School Students, Intermediate Grades, Interviews, *Teaching Methods

Identifiers-*Direct Instruction Model

To investigate questions concerning relationships among students' cognitive processes, aptitudes, later achievement and attitudes, and direct instruction, fifth- and sixth-grade students (N 72) were randomly assigned to one of six classes using a factorial assignment of ability level crossed with attitude. The questions addressed were: (1) What cognitive processes do students use during direct instruction? (2) How are students' aptitudes, including ability and attitudes, related to their reported cognitive processes during direct instruction? and (3) How are students' cognitive processes during direct instruction related to later achievement and attitudes? Videotapes of teacher and student behavior and classroom observations were made while each class of 12 students was taught a two-day lesson on probability. The teaching followed the direct instruction model and included review, development, controlled practice, and seatwork segments. After the lesson, students were interviewed about their thought processes using a simulated-recall'' procedure, and tested to assess their achievement of the basic concepts and skills taught in the lesson as well as their attitudes toward mathematics. Results showed that, independent of student ability, students' reports of their understanding of the lesson were significantly related to achievement. Moreover, students who reported using specific cognitive strategies did better on the achievement test than students who did not report using such strategies. (Author/RH)

ED 211 235 PS 012 616

Horbaly, Marilyn And Others
An Overview of Three PCDC Projects.
Virginia Univ., Charlottesville. School of Education.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date-81
Note-45p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Demography, Early Childhood Education, *Educational Objectives, Low Income Groups, Mothers, Parent Child Relationship, *Parent Participation, *Participant Characteristics, Program Content, Program Descriptions, *Program Design, *Program Implementation
Identifiers-Alabama (Birmingham), Louisiana (New Orleans), *Parent Child Development Centers, Texas (Houston)

This report provides in matrix form a comprehensive overview of three Parent Child Development Centers (PCDC) projects located in Birmingham, Houston, and New Orleans. The report is divided into five sections. In Section I, the introduction, a brief description is given of the study's purpose. Section II provides demographic data from each of the three PCDC sites and brief descriptions of the locus of each program. The demographic data includes the ethnic characteristics, family structure, education and economic levels, age ranges, and recruitment procedures of program participants. Section III highlights the overarching goal for the three projects as well as the specific program goals of each project. Common across the projects were the goals for mothers to improve their self-concepts, improve their efficacy as teachers and parents, and increase their knowledge of child development, behaviors, and discipline. The theoretical constructs implemented in the three projects and the assumptions underlying these constructs are presented in Section IV. Consistent across the three projects were the development of a set of assumptions related to child development, the mother-child relationship, the family, and the surrounding community. Finally, Section V provides an overview of the three projects in terms of their content focus and delivery, support systems, defining features, parameters of intervention, patterns of staffing, methods of program delivery, evaluative measures, and curriculum materials. (Author/MP)

ED 211 236 PS 012 669

Lasater, Thomas M. And Others
Birmingham Parent-Child Development Center. Final Report.
Parent Child Development Center, Birmingham, Ala.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Oct 76
Grant-DHEW-90-C-380
Note-106p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Educational Objectives, *Infants, Intervention, *Low Income Groups, Models, *Mothers, National Programs, Parent Child Relationship, *Parent Education, Postsecondary Education, *Preschool Children, Preschool Education, Program Descriptions, *Systems Approach
Identifiers-Alabama (Birmingham), Community Based Education, Parent Child Development Centers

The progress of the Birmingham Parent-Child Development Center (PCDC) in meeting the requirements of the first phase of the national PCDC project is described in this final report. Funded in 1970 by the Office of Economic Opportunity, the Birmingham project, like two other PCDC projects, was aimed at developing a parent education model which would help low-income mothers enhance the development of competence in their infants and 3-year-old children. The PCDCs were designed to be developed in two phases involving, first, model development, refinement, evaluation and documentation, and, second, testing the replicability and generalizability of the models. The Birmingham PCDC program developed a model based on a view of the family in poverty as a maintenance system consisting of component parts forming a unit which generally sustains internal equilibrium, tends to resist change, and is boundary maintaining. This final report of the first phase of the Birmingham PCDC project (1) summarizes the project background, (2) describes the theory and rationale on which the model is based (including guides to changing systems and interactional conceptualizations of child development, mother-child interactions and of the family in poverty), and (3) describes the Birmingham PCDC project activities in terms of four program needs: model-congruent goals, model-congruent practice, documentation materials, and process measures. Tables are included that indicate the sequence of the PCDC curriculum for mothers and for children. (Author/RH)

ED 211 237 PS 012 670

Blumenthal, Janet B. And Others

Five-Year Summary of the New Orleans Parent-Child Development Center.

Parent Child Developmental Center, New Orleans, La.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Oct 76
Grant-DHEW-90-C-381
Note-88p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Infants, Intervention, *Low Income Groups, Models, *Mothers, National Programs, Parent Child Relationship, *Parent Education, Postsecondary Education, *Preschool Children, Preschool Education, Program Descriptions, Program Evaluation, *Program Implementation
Identifiers-Community Based Education, Louisiana (New Orleans), Parent Child Development Centers

The first 5 years (Phase I) of the New Orleans Parent-Child Development Center (PCDC) project are described in this report. Funded in 1970 by the Office of Economic Opportunity, the New Orleans PCDC project, like two other PCDC projects, was aimed at developing a parent education model which would help low-income mothers enhance the development of competence in their infants and 3-year-old children. The PCDCs were developed within the framework of a carefully planned research strategy consisting of two phases. In phase I the models were to be developed, refined, evaluated and documented. If the preliminary results showed promise, Phase II tests of the replicability and generalizability of the models were to begin. The New Orleans PCDC program produced a model designed for direct intervention with participating mothers. This final report of Phase I of the New Orleans PCDC project summarizes the theory and rationale on which the model is based; the development of the New Orleans Model; the programs which were developed from the model; the research design and evaluation strategy, and the results which indicate the impact of the program on the mothers and children who participated in the first 5 years. Finally, the implications of the New Orleans PCDC experience are discussed. (Author/RH)

ED 211 238 RC 012 695

Rogers, Nell

Zuni-Cultural Education Program: An Evaluation. Pueblo of Zuni, Zuni, NM.

Pueblo of Zuni, N. Mex.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-Jun 79

Grant-G00760505

Note-198p.; For a related document, see ED 186 201.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*American Indian Education, Career Awareness, Counseling Services, Cultural Awareness, Cultural Background, *Cultural Education, Dropouts, High School Students, Junior High School Students, Local History, Material Development, *Nontraditional Education, *Program Evaluation, *School Community Programs, *School Community Relationship, Secondary Education, Student Attitudes, Student Teacher Relationship

Identifiers-New Mexico, *Zuni (Pueblo), Zuni Cultural Education Program

In its third year the Zuni Cultural Education Program (ZCEP), a multi-dimensional program planned by the Pueblo of Zuni, had excellent staffing, participant response, administrative procedures, and a sound educationl philosophy; it was supportive of Zuni community development. Five components, evaluated from site visits, interviews, questionnaire results, and school records, were: the Alternative Learning Program, providing required and elective courses in grades 7-12 to public school dropouts; the Extra Credit Program, providing evening classes for students with high school credit deficiencies; the Cultural Awareness Program, providing non-Zunis with an understanding of the community; the Career Awareness Program, providing students with exposure to career choices and training opportunities; and the Zuni Tribal History/Documentation Program, providing programs on Zuni culture and collecting historical materials. All components received high evaluations. Overall, the program accomplished its objectives, was in compliance with grant regulations, and satisfied New Mexico high school graduation requirements. Over 300 Zuni students participated in the program, 178 students earned high school credits, 150 people attended cultural awareness seminars, and 200 attended a career awareness night. Recommendations included reducing personnel workloads, acquiring additional classroom and office space, reassessing component objectives and activities, and informing the community about ZCEP. (Author/SB)

ED 211 239 RC 012 724

Martinez Carrillo, Federico

Assessment of Title VII Bilingual Education Needs in the AIBEC Service Area: 1980-81.

New Mexico Univ., Albuquerque. American Indian Bilingual Education Center.

Pub Date-31 Mar 80

Note-40p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrators, *American Indian Education, *American Indian Reservations, American Indians, *Bilingual Education, *Educational Needs, Education Service Centers, Elementary Secondary Education, *Instructional Improvement, Language Dominance, Language Usage, Navajo, *Needs Assessment, Paraprofessional Personnel, Parent Education, Training Methods

Identifiers-Navajo (Nation), Pueblo (People), United States (Southwest)

A total of 150 questionnaires from directors, teachers, and paraprofessional personnel were used to ascertain local conditions and needs of 20 American Indian Title VII Projects and other educational programs within the American Indian Bilingual Education Center (AIBEC) service area in Arizona, Utah and New Mexico, and to assist AIBEC in making decisions concerning the types of training areas or other services which should receive priority in development and availability. A follow-up effort consisted of on-site visits and telephone interviews. Each project was asked to identify its training needs and the extent thereof and university/college courses which would help meet the needs of the bilingual staff. Navajo was the language reported for 87% of the students, 79% of whom were found in the Arizona projects and 21% of whom were found in the New Mexico projects. In-service workshops were preferred by 72% of the respondents as the type of activity for addressing training needs. The remaining 28% chose seminars or institutes. Results of the survey for each Title VII Project and other educational programs in AIBEC's service area who responded to the questionnaire were summarized, and the five training areas most frequently identified for each staff member were listed in the order of priority. (CM)

Michalos, Alex C.
The Satisfaction and Happiness of Some Senior Citizens in Rural Ontario.
Pub Date-19 Aug 81
Note-49p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August 19-23, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Satisfaction, Economic Factors, Health, Housing, Human Services, *Life Satisfaction, Literature Reviews, *Older Adults, *Quality of Life, Research Methodology, *Rural Environment, Rural Farm Residents, Rural Nonfarm Residents, *Rural Population, Self Esteem, Sex Differences, Social Environment
Identifiers-*Happiness, Ontario (Huron County)

After reviewing recent gerontological literature on satisfaction and happiness from the point of view of explanations by analysis of constituents, explanations by synthesis of correlates, and mixtures of these two types of explanations, the report describes results of a social survey of 392 Huron County (Ontario) rural residents over age 60. The average age of respondents was 77 years; 53% were female; 53% married; 63% described themselves as retired; 48% had completed grade 8 or less; 46% reported that at some time in their lives their main income was from farming; and 18% of the noninstitutionalized participants lived in the countryside. A gap-theoretical account of satisfaction and happiness called 'the Michigan model' was supported for 12 domains (state of health, financial security, kind and frequency of family contact, relationship with spouse, friendships, suitability and atmosphere of housing, area lived in, recreational activites, spiritual fulfillment, self-esteem, convenience of transportation, and provision of government services) and life as a whole. Differences in the constituent patterns for satisfaction and happiness with life as a whole were found for males, females, those who had lived off farming, those who had not, people aged 60-74, and 75 and above. (Author/NEC)

ED 211 241 RC 012 991

Kuvlesky, William P.

A Comparative Analysis of Life Situations of Rural Youth from Two Different Cultural Settings: Northern Taos County, New Mexico, and Eastern Holmes County, Ohio.

Spons Agency-Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Pub Date-Apr 78
Note-32p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Houston, TX, April 1978).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Amish, Comparative Analysis, *Culture Conflict, Family Influence, Hispanic Americans, Individual Needs, Leisure Time, Moral Values, Occupational Aspiration, Parent Influence, Peer Groups, *Quality of Life, Recreational Activities, Religious Factors, *Rural Youth, School Involvement, Secondary Education, *Social Environment, Social Values, *Sociocultural Patterns, Spanish Americans
Identifiers-Mennonites, *New Mexico (Taos County), *Ohio (Holmes County)

A comparative, interpretive analysis of the social organization of contrasting groups of rural youth from New Mexico ad Ohio was approached from an ethnomethodological perspective, relying on direct observation, intensive personal interviews, and key informants to produce a broader understanding of particular youth coping with their social contexts. Subjects were six Spanish American youth of Northern Taos County, New Mexico, and five youth from predominantly Mennonite and Amish Eastern Holmes County, Ohio. Informally organized same-sex peer groups formed the most valued social structure for both youth. Except for the academic aspects of school programs, all youth had little or no involvement in formal extracurricular or sport activities. Parents were a major problem to both groups, perceived as being both too strict and not caring. More intense parental-child conflict occurred in Holmes County, where parents were extreme in attempting to enforce rigid moral and social norms. While Holmes youth were more mobile, all had work roles permitting less leisure time than Taos youth. Alcohol and pot were easily attainable in Taos County and used from a relatively early age. Dramatic differences existed in religious orientations: Taos youth did not view themselves as religious and did not attend church regularly, while the opposite was true for Holmes youth. (NEC)

ED 211 242 RC 013 018

French, Laurence, Ed. Hornbuckle, Jim, Ed.

The Cherokee Perspective: Written by Eastern Cherokees.

Appalachian Consortium, Inc., Boone, N.C.
Pub Date-81
Note-270p.; Paper copy not available due to publisher's preference.
Available from-Appalachian Consortium Press, 202 Appalachian St., Boone, NC 28607 ($5.56 $.89 postage & handling).
Pub Type- Creative Works (030) - Books (010) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture, *American Indian Education, American Indians, Art Products, Craft Workers, *Cultural Activities, Cultural Background, Cultural Influences, Dance, Folk Culture, Handicrafts, Interviews, Oral History, Poetry, *Profiles, *Quality of Life, Social Change, Social Problems
Identifiers-*American Indian History, *Cherokee (Tribe)

Cherokee students at the Qualla Boundary started a student organization in 1973 to improve educational prospects among Native Americans attending non-Indian colleges and universities. Because cultural conflict was perceived as playing a crucial role in the failure of Cherokee students in higher education, a major objective of the group was to research their own Cherokee culture. Students talked with traditional elders, corroborating all information. Special classes were set up to encourage additional student involvement. Many of the articles in this book are a direct consequence of that self-initiated search for traditional roots. Part One centers on historical and contemporary views of the Cherokee people, with emphasis on education, tradition and change, and contemporary social issues. Part Two features stories on Cherokee Heritage and Folklore by Carl Lambert (Cherokee historian); provides sections on Cherokee poetry, arts and crafts, and excerpts from the "Cherokee One Feather" (official Tribal newspaper); and concludes with profiles of the Cherokee researchers, many of whom now have their degrees and are teaching in the reservation schools or working in the areas of law, health, and social welfare. (BR)

Rankin, Dorothy, Ed.
Country School Legacy: Humanities on the Frontier.
Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-81
Note-70p.; For related documents, see RC 013 048-058 and RC 013 070-084. Photographs will not reproduce clearly.
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Acculturation, Community Centers, Community Schools, Cultural Background, Cultural Education, Curriculum, *Educational History, Elementary Secondary Education, Ethnic Groups, *One Teacher Schools, Oral History, *Rural Education, *Rural Schools, School Buildings, *School Community Relationship, *Small Schools, State History, Teacher Background, Teacher Education, Teacher Qualifications, Teacher Role, United States History
Identifiers-Colorado, *Country School Legacy Project, Historic Sites, Kansas, Nebraska, Nevada, North Dakota, South Dakota, Utah, Wyoming

As late as 1938 there were 200,000 one-room schools scattered throughout the United States. By 1978 there were little more than 1,000 in operation. Primary-source research on rural education has now been conducted by 23 researchers in Colorado, Kansas, Nebraska, Nevada, North Dakota, South Dakota, Utah, and Wyoming, sponsored by the Mountain Plains Library Association and funded by the National Endowment for the Humanities. Using information from oral histories, treasured mementoes, speeches, newspapers and other published sources, school records, songs, and photographs, this volume presents historical vignettes of many aspects of rural education from the late 1800's to 1980. Chapters focus on: country school architecture; elements of country school success (sample diploma, examination questions, games, class pictures); teachers (their role, rules, restrictions, salaries, training, certificates); the major role played by rural schools in imparting American culture to immigrants; the multi-purpose role of country schools as community centers used for voting, dancing, card-playing, socializing, debating, church, weddings, funerals, and civic meetings; and present day contributions, implications, and trends for the country school. The addresses of Country School Legacy Archive Repositories where additional materials may be sent are listed. (NEC)

Country School Legacy: Humanities on the Frontier. Instructions to Staff Members Prior to Beginning Research.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-17 Jun 80
Note-45p.; For related documents, see RC 013 047-058 and RC 013 070-084.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Centers, Cultural Education, Curriculum, *Educational History, Elementary Secondary Education, Library Cooperation, Objectives, *One Teacher Schools, *Program Guides, *Research Design, Researchers, *Rural Education, Rural Schools, *Small Schools, Teacher Role
Identifiers-Colorado, *Country School Legacy Project, Historic Sites, Kansas, Nebraska, Nevada, North Dakota, South Dakota, Utah, Wyoming

The document presents organizational details of the 18-month Country School Legacy Project (June 1980-December 1981) to begin an on-going inquiry into the history of rural education and current public policies which affect country schools and which will result in greater public use of library facilities and historical collections in public, academic, and special libraries in Colorado, Kansas, Nebraska, Nevada, North Dakota, South Dakota, Utah, and Wyoming. Contents include: proposal application highlights; background objectives; project schedule; staff names, titles, and addresses; and implementation phases. Phase I focuses on notification of all participants, final strategy planning, and initiating an extensive publicity campaign. Phase II involves gathering documentation on the topics of: country schools as historic sites; country schools as community centers; country schools and the Americanization of ethnic groups; reading, writing, 'rithmetic, and recitation; teachers: their roles, rules, and restrictions; and country schools today. Phase III concentrates on completion of oral histories and production of booklets, brochures, discussion guides, slide-tape shows, and a movie to create a traveling exhibit for each state. The project culminates in Phase IV with the presentation of the project's efforts in the form of public programming and discussion-seminars at the 188 participating libraries. (NEC)

Grundy, Ernest
Central Nebraska's Country Schools. Country School Legacy: Humanities on the Frontier.
Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jan 81
Note-121p.; For related documents, see RC 013 047-058 and RC 013 070-084.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Acculturation, Community Centers, Community Schools, Cultural Background, Cultural Education, Curriculum, *Educational History, Educational Trends, Elementary Secondary Education, Ethnic Groups, *One Teacher Schools, *Rural Education, *Rural Schools, School Buildings, School Community Relationship, *Small Schools, State History, Teacher Qualifications, Teacher Role, Teaching Methods
Identifiers-*Country School Legacy Project, Historic Sites, *Nebraska

Presenting information drawn primarily from interviews and visits to abandoned, operating, and restored country schools in Nebraska, this report is part of the Country School Legacy Project, intended to study the role rural schools played in the history of the frontier and to locate and preserve information related to country schools. The report focuses on six phases of the country school experience: schools as historic sites; schools as community centers; the role of the rural school in Americanizing ethnic groups; curriculum; the role of the teacher; and the future of the country schools. Indicating that Nebraska may be at the forefront in attempting to preserve the rural school tradition, the report describes nearly 30 rural schools that have been restored as museums and the research effort that examined and photographed nearly 100 existing country school buildings that are potential historical sites. (NEC)

ED 211 246 RC 013 050

Scofield, Sandra

The Country School Legacy in Western Nebraska. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-Chadron State Coll., Nebr.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81

Note-64p.; For related documents, see RC 013 047-058 and RC 013 070-084. Best copy available.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Acculturation, Community Centers, Cultural Education, Curriculum, Educational Change, *Educational History, Educational Trends, Elementary Secondary Education, Ethnic Groups, *One Teacher Schools, Oral History, Rural Education, Rural Environment, *Rural Schools, School Buildings, *School Community Relationship, *Small Schools, State History, Teacher Background, Teacher Education, Teacher Role

Identifiers-*Country School Legacy Project, Historic Sites, *Nebraska

Part of an 8-state effort to study the role rural schools have played in the history of the frontier and to locate and preserve information related to country schools, this report presents information drawn primarily from interviews with 30 former country school students, board members, and rural school teachers in western Nebraska and from visits to more than 40 schools, both abandoned and operating, covering most of the Nebraska Panhandle. The report addresses six aspects of rural education: country schools as historic sites, country schools and the Americanization of ethnic groups, country schools as community centers, curriculum, teachers (roles, rules, and restrictions), and country schools today. The report concludes that until recently, the country school has been too close to recent events to be viewed as 'historic' by most people.'' It is difficult to make sweeping statements about country schools today. They vary in size, enrollment, type of community, and financial resources. Country teachers are better educated than their predecessors and somewhat better paid; however, they still perform duties ranging from janitor work to snake killing. Country schools still serve as community centers, but that function is less important than in the days of poorer transportation. (Author/NEC)

ED 211 247 RC 013 051

Dert[illegible]en, James

Eastern Nebraska's Country Schools. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Jan 81

Note-60p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Acculturation, Community Centers, Community Schools, Cultural Background, Cultural Education, Curriculum, Educational Change, *Educational History, Educational Trends, Elementary Secondary Education, Ethnic Groups, *One Teacher Schools, Oral History, *Rural Education, Rural Environment, *Rural Schools, School Buildings, School Community Relationship, *Small Schools, State History, Teacher Background, Teacher Role

Identifiers-*Country School Legacy Project, Historic Sites, *Nebraska

The role of the rural school on the plains of eastern Nebraska from the early days of the frontier to 1980 is examined in this portion of an eight-state research effort, the Country School Legacy Project, sponsored by the Mountain Plains Library Association to locate and preserve information related to country schools. Data and anecdotes obtained through interviews, school records, published accounts, and visits to abandoned and existing school sites are presented under six chapter headings: Nebraska country schools as historic sites; Nebraska country schools as community centers; teachers; the 3 Rs (curriculum); early ethnic education (the role of the school in the Americanization process); and Nebraska country schools today. The first school in Nebraska is identified as a log structure built outside the walls of Fort Atkinson in 1822. For over a century Nebraska's schools have provided rural neighborhoods with a sense of community because they were the one place where all could gather for meetings, school programs, and social occasions. According to the feelings of one person interviewed, the present administrative policy of reorganizing country schools with city schools, rather than consolidating them into larger, but still rural, schools is responsible for the diminished role of the country school today. (NEC)

ED 211 248 RC 013 052

Thorson, Playford V. Sherman, William C.

Education and Ethnicity: A Study of German-Russians and Norwegians in North Dakota. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-81
Note-65p.; For related documents, see RC 013 047-058 and RC 013 070-084. Some tables may not reproduce well due to small print size.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attendance Patterns, Career Choice, *Comparative Analysis, Educational Attitudes, *Educational History, Educational Quality, Elementary Secondary Education, *Ethnic Groups, European History, Higher Education, Illiteracy, Parent Participation, Rural Areas, Rural Education, Rural Population, *Rural Schools, School Buildings, *School Support, Sex Differences, Small Schools, State History, Teacher Qualifications, Teacher Salaries
Identifiers-*Country School Legacy Project, German Russians, *North Dakota, Norwegians

In an attempt to ascertain the validity of the assumption that Norwegians supported education much more than did German-Russians in North Dakota in the early part of the twentieth century, select counties made up predominantly of the ethnic groups in question were examined, using data taken from the years 1910-12, 1922-23, and 1930. The two groups were studied by comparing known aspects of the educational system which might be indicative of differing national attitudes, aspirations, and achievements: the variance in physical plants, teacher and school personnel, school classifications, outside observer assessments, parental support, and student performance. A small school composed of both Germans and Norwegians was analyzed. Reports of more recent educational records were assessed. An historical survey of the background in Russia and Norway prior to emigration was made. Analysis of the varying educational attitudes and achievements of North Dakota's two largest ethnic groups, the Germans from Russia and the Norwegians, indicated that, when seen as a whole, the German-Russians in the counties and schools studied were decidedly less interested, less supportive, and less involved in the state's educational enterprises until after World War II. (Author/CM)

ED 211 249 RC 013 053

Carlson, Mary C. Carlson, Robert L.

Rural Schools as Community Centers in North Dakota. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81

Note-14p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Attitudes, *Community Centers, Community Schools, Elementary Secondary Education, Ethnic Groups, Folk Culture, Oral History, Regional Characteristics, Rural Education, *Rural Schools, School Activities, *School Buildings, *School Community Programs, *School Community Relationship, Shared Facilities, Small Schools, State History

Identifiers-Community Based Education, *Country School Legacy Project, *North Dakota

To most settlers in rural North Dakota, the community was the universe, and the rural school served as a community center. The Christmas program was a universal favorite in rural schools, but it was only one of several programs for the public. Local customs, ethnic backgrounds, and a particular teacher's fondness for a holiday or season gave individual schools some unique programs. School picnics were a feature of the last day of school in many rural communities, and basket socials were a favorite form of social entertainment and fund raising. In addition to school functions that attracted the community members, the country school served as a meeting place for a variety of gatherings unrelated to the school. Dances were a favorite form of community entertainment held at the school. Political parties and farm organizations also met there. Religious services were common in the schools in the years before various denominations had constructed their own churches. Although almost all of the country schools had been eliminated by the 1960s, the sense of community in many of those old rural school districts remains alive, part of the country school legacy. (Author/CM)

ED 211 250 RC 013 054

Carlson, Mary C. Carlson, Robert L.

The Country School and the Americanization of Ethnic Groups in North Dakota. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-81
Note-25p.; For related documents, see RC 013 047-058 and RC 013 070-084.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation, Adult Education, Bilingualism, Cultural Influences, Cultural Interrelationships, *Educational History, Elementary Secondary Education, English (Second Language), Ethnic Groups, *Immigrants, Language Dominance, Language Role, Oral History, Regional Characteristics, Rural Education, *Rural Schools, School Role, Second Language Instruction, Small Schools, Sociocultural Patterns, State History, Teacher Attitudes, *Teacher Role
Identifiers-*Country School Legacy Project, *North Dakota

In North Dakota, the schools played the major role in imparting American culture to the immigrants who by 1920 numbered 67% of North Dakota's population, but rural schools were not ideally suited to the task. The immigrants tended to cluster in nationality groups in geographic areas of the state, giving communities distinct ethnic identities. The largest ethnic groups were comprised of Germans from Russia and Norwegians. The inability of teacher and immigrant student to communicate led to humorous, and occasionally traumatic, incidents. Although children struggled to use English in school lessons, they reverted to their native language when out of school. Some county superintendents, recognizing that students would learn English more rapidly if forced to use it on the playground, instructed teachers to forbid the speaking of any foreign language at school. Memorization and repetition were commonly used to teach English. Some schools also offered classes in English to adults. In addition to teaching English, the schools were charged with the responsibility of inspiring patriotism in the immigrants. Some immigrants retained strong cultural ties with the old country and viewed Americanization as corruption of traditional values. Many did not value education for their children. However, in time, the rural school Americanized the immigrants' children. (Author/CM)

Carlson, Mary C.

The Rural School Building in North Central and Northwestern North Dakota: A Brief Description. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-81
Note-24p.; For related documents, see RC 013 047-058 and RC 013 070-084. Some charts may not reproduce clearly due to small or faint type.
Pub Type- Historical Materials (060) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Construction Materials, Educational Attitudes, Educational Facilities Planning, *Educational History, Elementary Secondary Education, *Ethnic Groups, Rural Areas, Rural Education, *Rural Schools, *School Buildings, *School Construction, Small Schools, State History
Identifiers-*Country School Legacy Project, German Russians, Historic Sites, *North Dakota, Norwegians

The time period and the pioneer conditions that existed when north central and northwestern North Dakota were settled determined the type of rural schools that were established there. Those areas were settled between 1885 and 1910. Most of the settlers in that area of the state were of Scandinavian (particularly Norwegian) extraction. The vast majority came from a background that valued universal free education. Most early rural schools were small frame buildings with a common dimension of 18 by 32 feet. As far as can be determined, none of the early schools in the area had their architecture inspired by ethnic influences. The majority were built to meet state specifications and copied from designs in state plan books. Exceptions were the very early sod and log schools; sod schools appeared more frequently in the communities composed of Germans from Russia. Trees were seldom a feature of the school grounds. School outhouses often lacked attention. A considerable number of rural schools in North Dakota are being preserved and restored, but not in their original setting. Although many rural schools remain scattered over the countryside in their original locations, nearly all are abandoned and neglected. (Appended charts detail school locations and construction.) (Author/CM)

ED 211 252 RC 013 056

Henke, Warren A.

North Dakota's Country Teachers: Their Roles, Rules and Restrictions. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Mar 81

Note-11p.; For related documents, see RC 013 047-058 and RC 013 070-084. Paper copy not available due to poor print quality.

Pub Type- Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alcohol Education, Drug Education, *Educational History, Elementary Secondary Education, Lesson Plans, *One Teacher Schools, Rural Education, *Rural Schools, Sex Discrimination, Small Schools, State History, Teacher Behavior, Teacher Education, Teacher Qualifications, *Teacher Role, *Teacher Salaries, Teaching Load

Identifiers-*Country School Legacy Project, *North Dakota

Teacher duties and curriculum developed by North Dakota, in deciding what role teachers would play in the community and what standards of conformity and propriety would be applied to teachers, mirrored certain aspects of the local culture and reflected a wider national culture. The inclusion of health studies reflected the local majority concern about the use and abuse of alcohol and other narcotics. The teacher was obligated to keep a Teacher's Register which contained the teacher's lesson plans, student records, and a visitor's log, among other things. A number of restrictions were placed on teachers' private lives by the communities which hired them. In general, women teachers received lower salaries than men. The extent of the difference was often determined by the attitude of the ethnic community in which the teachers worked. Teachers also subsidized education, especially during the Depression, by accepting warrants (promises by a school board to pay a stated amount when money became available); they often had to wait for some of their salary even if money was available. Teachers were required to up-grade'' their academic training by attending Teacher's Institutes. Sometimes, salaries were affected by how many additional tasks the teacher was willing to perform, especially janitorial work. (Author/CM)

ED 211 253 RC 013 057

Rylance, Dan

The Country School as an Historic Site and the Movement to Improve Rural Schools in North Dakota. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Mar 81
Note-20p.; For related documents, see RC 013 047-058 and RC 013 070-084.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consolidated Schools, *Educational History, *Educational Improvement, Educational Legislation, Elementary Secondary Education, *One Teacher Schools, Rural Areas, Rural Education, *Rural Schools, School Buildings, School Construction, School Districts, Small Schools, State History, State Legislation
Identifiers-*Country School Legacy Project, Historic Sites, *North Dakota

Country schools were important in the growth and development of North Dakota. While most of the early schools were constructed of wood, some were constructed of stone, sod, or logs. Standardization was established by 1915, and the white framed one-room school was duplicated in every township of the state until the end of World War II. A former student described his school as a simple frame structure about 20 by 30 feet; a barn and outhouses were on the schoolgrounds; inside, the school was equipped with desks for the children and teacher, a pot-bellied stove, and a bucket of water and dipper. The number of one-room schools dramatically decreased between 1945 and 1961, from 3,043 to 817 actually in session. Although consolidation of rural schools in North Dakota was largely postponed between the World Wars, its basic thrust was established by 1918. Neil Macdonald, with 25 years' public school experience, was consolidation's foremost advocate. Recommendations made in 1912 by a newly formed Rural School Commission formed the basis of much state legislation over the next two decades. William Langer, a state's attorney, provided leadership in educational law enforcement. The one-room school and the consolidated country school served North Dakota's educational needs for decades. (Author/CM)

ED 211 254 RC 013 058

Rylance, Dan

Reading, Writing, Arithmetic and Recitation: The Curriculum of the One Room School. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Mar 81

Note-22p.; For related documents, see RC 013 047-057 and RC 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, Arithmetic, *Classroom Environment, *Curriculum, *Educational History, Educational Improvement, Educational Legislation, Elementary Secondary Education, Ethical Instruction, Institutes (Training Programs), Instructional Program Divisions, Moral Development, *One Teacher Schools, Patriotism, Rural Areas, Rural Education, *Rural Schools, Small Schools, State History, Teacher Education, Textbook Content

Identifiers-*Country School Legacy Project, McGuffey Readers, *North Dakota, Recitation

The state superintendent, the county superintendent, and the one-room school teacher each contributed to classroom instruction in North Dakota. In 1895, the ``School Text Book Law'' provided for free text books and school supplies for all pupils; however, the law was not mandatory. Specific courses of study and elaborate handbooks on all subjects became common publications of the State Department of Public Instruction by the 1920s. Long periods of adjustment were necessary to balance grades, classes, and time when students in one-room schools were divided into classes one through eight (daily programs for 1901, 1908, 1918, and 1928 are included). Efforts of county superintendents of schools like Mattie Davis (1896) to initiate programs for teachers and students resulted in improved education. Teaching of patriotism and moral values was integral to the curriculum. In 1927, the state legislature passed a law requiring the conspicuous posting of the Ten Commandments where classes convened. Great emphasis was placed on phonics and penmanship. A former student, Ross Bloomquist, recalled that teaching materials he remembered from his school days included a dictionary, a globe, and a case of maps. Leila Ewen, a former teacher, recalled some unexpected teaching aids derived from the farm character of the land. (Author/CM)

ED 211 255 RC 013 059

Bochet, J.-C.

Education for Rural Development.

International Bureau of Education, Paris (France).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-80

Note-102p.; Prepared in consultation with the Literacy, Adult Education and Rural Development Division. Paper copy not available due to publisher's preference.

Journal Cit-Educational Documentation and Information; Year54 n216 1980

Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, Annotated Bibliographies, *Communications, Developing Nations, Economic Development, *Educational Needs, Elementary Secondary Education, Foreign Countries, Higher Education, Literacy Education, Mass Media, *Nonformal Education, Program Descriptions, *Rural Development, *Rural Education

Designed to contribute to the study of specific problems and the identification of educational needs in rural development, this annotated bibliography contains 345 entries limited to the period between 1975 and 1979. Subheadings are: General; Development planning; Adult education; Educational programmes and content; Methods: communication, technology, teaching; Schools and colleges; Higher education; Non-formal education. Information on these subjects has not been uniformly distributed, and some aspects are given less importance than others. The general section makes up a quarter of the bibliography. It mainly consists of information on educational needs in terms of the political and economic frameworks of countries or regions, conceptual studies of education in specific political or geographical contexts, and summaries of pilot projects or experimental programmes. The section on methods, which takes up one-sixth of the bibliography, contains comments and proposals concerning the mass media. The section on adult education is comparable to the section on communication (methods). The sections on planning and non-formal education make up about a quarter of the information, with the same amount of space devoted to each. Curricula and teaching, at the three levels of education, are given little space and make up only a small part of the bibliography. (Author/CM)

ED 211 256 RC 013 060

Champion, Carol Ann

Face-ism in Texas and Mexico.

Pub Date-Dec 79
Note-45p.; Master's Thesis, Texas A & I University.
Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anglo Americans, Art, *Cross Cultural Studies, *Cultural Differences, Females, Higher Education, Hispanic American Culture, Males, Mexican Americans, Mexicans, Research Design, Research Methodology, *Sex Differences, *Sex Role, Social Attitudes, *Sociocultural Patterns, *Stereotypes
Identifiers-Draw a Man Task, Draw a Woman Task, Faceism, Mexico, Texas

Cross-cultural studies on sex differences, sex roles, and genderisms and related research in the social and psychological areas indicate that women are portrayed in stereotyped traditional roles. A 1978 study by Archer, Kimes, and Barrios concluded that there is inequality in the way women are situated and perceived in published photographs and amateur drawings. Men are perceived in terms of their faces and women in terms of their bodies. A review of the literature of Mexican cultural studies indicates that sex role stereotyping exists, with the male figure playing an authoritative role and the female a submissive, passive, self-sacrificing role. As an extension of the Archer study, another study was made with 108 male and 106 female college undergraduates in South Texas and with 80 male and 75 female college undergraduates in Mexico to ascertain the cross-cultural face-ism differences in amateur drawings. Results indicated that Mexican males and females, at variance with Archer's findings, represent female figures with relatively greater face dominance than male figures. In South Texas, again at variance with Archer, the finding was that no face dominance could be demonstrated by these measures. The reversal of Archer's results can be explained by cross-cultural differences. (CM)

ED 211 257 RC 013 061

Sloan, L. V.
Morning Star Cycle Two (1977-1979): Evaluation.
Alberta Univ., Edmonton. Faculty of Education.; Blue Quills Native Education Council (Alberta).; Saddle Lake/Athabasca District Council of Chiefs (Alberta).
Pub Date-79
Note-43p., For presentation to the Board of Morning Star, the Alberta Dept. of Advanced Education and Manpower, the Federal Dept. of Indian and Northern Development, the University of Alberta, the Blue Quills Native Education Council and the Saddle Lake Athabasca District Council of Chiefs. For related documents, see RC 013 062-063.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, American Indians, *Canada Natives, Foreign Countries, Higher Education, Outcomes of Education, *Program Effectiveness, *Program Evaluation, Student Characteristics, *Teacher Education Programs
Identifiers-*Alberta, *Morning Star Native Teacher Education Program

Evaluation of cycle two of the (1977-1979) Morning Star program (a 2-year Native teacher education program at the Blue Quills Native Education Centre leading to a Bachelor of Education degree from the University of Alberta) used a systems model to collect data on 24 variables for the 33 participating students, the academic program, and first and second year program outputs. Based on program performance, 27 students (82%) were admitted to the University of Alberta after 1 year; 14 of the 24 students (58%) who completed the 2-year program were continuing their university education; and only 5 participants (21%) obtained a Conditional Teaching Certificate after 2 years. Success rates were at least 20% better for students who were female, under 21 or over 25 years of age, either single or married (as opposed to widowed, divorced, or in a common-law relationship), had no dependents or many (more than two) dependents, could read and write only English (as opposed to English and Cree), had previously been enrolled in some post-secondary training program, and had been employed in non-education jobs for 1 year or less. (NEC)

ED 211 258 RC 013 062

Sloan, L. V.

Morning Star Cycle Two: Follow-up Study.

Alberta Univ., Edmonton. Faculty of Education.; Blue Quills Native Education Council (Alberta).; Saddle Lake/Athabasca District Council of Chiefs (Alberta)

Pub Date-Nov 80

Note-18p.; For related documents, see RC 013 061-063. For presentation to the Board of Morning Star.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Education, American Indians, *Canada Natives, *Followup Studies, Foreign Countries, Graduate Surveys, Higher Education, Outcomes of Education, Program Effectiveness, Program Evaluation, *Teacher Education Programs, *Vocational Followup

Identifiers-*Alberta, *Morning Star Native Teacher Education Program

Semi-structured telephone interviews were used to gather follow-up data on students who completed the 1977-1979 Morning Star cycle two program, a community-based Native teacher education program at the Blue Quills Native Education Centre leading to a Bachelor of Education degree from the University of Alberta. Of the 24 students who completed cycle two, 19 qualified for a conditional certificate. As of fall 1980, 8 students accepted full-time teaching positions, 6 of these on Indian reserves or Metis colonies in northern Alberta. Ten students took at least 1 year of further study toward their B.Ed. degree since completing cycle two. Five students accepted positions in areas other than education, and only one student was unemployed for any sustained period of time. Students contacted were almost unanimous in their belief that the program should continue. Findings supported the decision to extend the cycle three program from 2 to 3 years, for only 5 of the 19 students who qualified for conditional certification took advantage of this provision and accepted a teaching position without taking further university training. Students indicated the program benefitted them personally by providing training, improving employment opportunities, and increasing cultural awareness. Brief resumes of 24 students who completed cycle two and 6 who did not are included. (NEC)

ED 211 259 RC 013 063

Sloan, Leroy V.
Morning Star Students: A Follow-up Study.
Alberta Univ., Edmonton. Faculty of Education.; Blue Quills Native Education Council (Alberta).; Saddle Lake/Athabasca District Council of Chiefs (Alberta).
Pub Date-3 Feb 81
Note-19p.; Paper presented at the Canadian Indian Teacher Education Projects Conference (Vancouver, British Columbia, Canada, February 3, 5, 1981). For related documents, see RC 013 061-062.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *American Indian Education, American Indians, *Canada Natives, Educational Attitudes, *Followup Studies, Foreign Countries, Higher Education, Outcomes of Education, Program Effectiveness, *Program Evaluation, Success, *Teacher Education Programs
Identifiers-*Alberta, *Morning Star Native Teacher Education Program

Findings of two followup studies of Morning Star (a 2-year Native teacher education program established in 1975 at the Blue Quills Native Education Centre, leading to a Bachelor of Education degree from the University of Alberta) are examined in relation to the program's assumptions, organization, and delivery systems. The teacher certification of 37 program participants and the development of public administration, liberal arts, nursing, and secretarial programs (involving 125 students) at the Centre indicate that post-secondary educational opportunities for Natives are increasing and Native attitudes toward higher education are changing positively. The 20 Morning Star students who are now teachers in Native schools have a significant impact serving as role models for Native children. The field center concept eases the transition to university life and facilitates placement of students in Native schools. There is agreement that the cultural component should exist, but it is still in an evolutionary state. Although fewer male students have enrolled in the program, there is no clear explanation for their success rate of less than half of their female counterparts. Although tentative, due to the small number of students involved (99), these findings suggest further concerns for the field of Native teacher education. (NEC)

ED 211 260 RC 013 064

Flores, Merced, Comp.

Communication Arts. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date-Sep 81

Note-168p.; For related documents, see RC 013 065-069.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Behavioral Objectives, Communication Skills, *Educational Objectives, Evaluation Criteria, Individual Instruction, *Language Arts, Learning Activities, Lesson Plans, Migrant Children, *Migrant Education, Records (Forms), Secondary Education, *Student Evaluation, Student Records, *Teaching Methods, Writing Exercises

Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

Developed by experienced migrant education teachers using several Sight and Sound Program concepts, this volume presents approximately 150 pre-drafted individual short-term Plan/Records in the subject area of secondary level communication arts, and step-by-step utilization directions for Oregon resource teachers, classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. After a quick assessment, using whatever information is available, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and any relevant comments, forming the record portion of the Plan/Record. Arranged in order of increasing difficulty, the communication arts Plan/Records cover concepts such as noun-pronoun agreement, sentence patterns, parts and use of an abridged dictionary, punctuation usage, essay writing, library card catalogue usage, and identification of symbolism in literature. (NEC)

Flores, Merced, Comp.
Government. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides.
Oregon Migrant Education Service Center, Salem.
Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.
Pub Date-Sep 81
Note-55p.; For related documents, see RC 013 064-069.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, Capitalism, Civics, Communism, *Educational Objectives, Evaluation Criteria, *Government (Administrative Body), Individual Instruction, Learning Activities, Lesson Plans, Migrant Children, *Migrant Education, Political Science, Records (Forms), Secondary Education, Socialism, *Student Evaluation, Student Records, *Teaching Methods, Totalitarianism, United States Government (Course)
Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

Developed by experienced migrant education teachers using several Sight and Sound Program concepts, this volume presents 44 predrafted individual short-term Plan/Records for secondary level students in the subject area of government, and step-by-step utilization directions for Oregon resource teachers, secondary classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using whatever information is available, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and any relevant comments, forming the record portion of the Plan/Record. The government Plan/Records cover concepts such as: the meaning of sovereignty; forms of world government; characteristics of capitalist, communist, and socialist economies; effect of media on government; development of democracy; qualifications and duties of U. S. Representatives, Senators, Presidents, and voters. (NEC)

Flores, Merced, Comp.

History. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides.

Oregon Migrant Education Service Center, Salem.
Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.
Pub Date-Sep 81
Note-138p.; For related documents, see RC 013 064-069.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Behavioral Objectives, *Educational Objectives, Evaluation Criteria, Individual Instruction, Learning Activities, Lesson Plans, Migrant Children, *Migrant Education, Records (Forms), Secondary Education, *Student Evaluation, Student Records, *Teaching Methods, *United States History
Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

Developed by experienced migrant education teachers using several Sight and Sound Program concepts, this volume presents approximately 120 predrafted individual short-term Plan/Records for secondary level students in the subject area of United States history, and step-by-step directions for their use by Oregon resource teachers, secondary classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using available information, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and any relevant comments, forming the record portion of the Plan/Record. Topics of the history Plan/Records include acquaintance with the globe, explorations of Vasco de Gama, colonial concept of education, events leading to the American Revolution, battles of the War of 1812 and the Civil War, the Industrial Revolution, Abraham Lincoln's Reconstruction plans. (NEC)

ED 211 263 RC 013 067

Flores, Merced, Comp.

Mathematics. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date-Sep 81

Note-481p.; For related documents, see RC 013 064-069.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-Algebra, Behavioral Objectives, *Educational Objectives, Evaluation Criteria, Geometry, Individual Instruction, Learning Activities, Lesson Plans, Migrant Children, *Migrant Education, Records (Forms), Secondary Education, *Secondary School Mathematics, *Student Evaluation, Student Records, Teaching Methods

Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

Developed by experienced migrant education teachers incorporating Sight and Sound Program concepts and Migrant Skills List numbers, this volume presents predrafted individual short-term Plan/Records for secondary level mathematics, algebra, and geometry, plus step-by-step directions for their use by Oregon resource teachers, classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using available information, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and relevant comments, forming the record portion of the Plan/Record. Mathematics concepts include the metric system, probability of outcomes, rounding whole numbers, division of 3-digit numbers, converting decimal to percent, fractions, prime numbers, proportions, ratios, comparisons, right angles, using a protractor, relating percents to circle graphs, classifying triangles, constructing bar graphs. (NEC)

ED 211 264 RC 013 068

Flores, Merced, Comp.

Personal Finance. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides.

Oregon Migrant Education Service Center, Salem.
Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.
Pub Date-Sep 81
Note-262p.; For related documents, see RC 013 064-069.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Behavioral Objectives, *Consumer Education, Economics Education, *Educational Objectives, Evaluation Criteria, Family Life Education, Individual Instruction, Learning Activities, Lesson Plans, Migrant Children, *Migrant Education, Money Management, Records (Forms), Secondary Education, *Student Evaluation, Student Records, Teaching Methods

Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

Developed by experienced migrant education teachers incorporating Sight and Sound Program concepts, this volume presents predrafted individual short-term Plan/Records for personal finance for secondary level students, plus step-by-step directions for their use by Oregon resource teachers, classroom teachers, and aides. This approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using available information, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and relevant comments, forming the record portion of the Plan/Record. The personal finance Plan/Records cover concepts such as reconciling a bank statement, credit card usage, understanding installment contracts, comparison shopping, completing state and federal income tax forms, types of insurance, reasons for marriage, responsibilities of having children, writing a resume, purchasing a house, comparing economic systems, investing in the stock market. (NEC)

ED 211 265 RC 013 069

Flores, Merced, Comp.
Science. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides.
Oregon Migrant Education Service Center, Salem.
Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.
Pub Date-Sep 81
Note-272p.; For related documents, see RC 013 064-069.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Behavioral Objectives, Biology, Chemistry, *Educational Objectives, Evaluation Criteria, Individual Instruction, Learning Activities, Lesson Plans, Migrant Children, *Migrant Education, Physical Sciences, Physics, Records (Forms), Science Activities, Secondary Education, *Secondary School Science, *Student Evaluation, Student Records, *Teaching Methods
Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

Developed by experienced migrant education teachers incorporating Sight and Sound Program concepts, this volume presents predrafted individual short-term Plan/Records for secondary level chemistry, biology, and physics, plus step-by-step directions for their use by Oregon resource teachers, classroom teachers, and aides. The approach assumes that the migrant student will only be available for instruction for a short period of time, generally 2 to 6 weeks. Following a quick assessment, using available information, the teacher selects one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, constituting the plan portion of the Plan/Record. The bottom portion of the sheet contains a place to record if and when the criterion is met, who attests to this fact, and relevant comments, forming the record part of the Plan/Record. The science Plan/Records cover topics such as laboratory measuring techniques, microscope usage, centigrade-Fahrenheit temperature conversion, Newton's Laws of Motion, pulleys and levers, periodic table of elements, atomic particles, meiosis/mitosis, pH scale, process of sexual reproduction in man, albinoism,'' photosynthesis, root systems, velocity, vectors. (NEC)

ED 211 266 RC 013 070

Hatton, Caroline

Western South Dakota's Country Schools. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NEH), Washington, D.C.

Pub Date-81

Note-92p.; For related documents, see RC 013 047-058 and RC 013 071-084. Best copy available.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Acculturation, *American Indian Education, American Indians, Community Centers, Community Schools, Cultural Background, Cultural Influences, Curriculum, *Educational History, Elementary Secondary Education, *One Teacher Schools, Oral History, Rural Education, *Rural Schools, School Buildings, School Community Relationship, *Small Schools, State History, Teacher Role

Identifiers-*Country School Legacy Project, Historic Sites, Sioux (Tribe), *South Dakota

As part of an eight-state research effort to locate and preserve information related to country schools, this report examines western South Dakota's country schools as historic sites, country schools as community centers, teachers (their roles, rules, and restrictions), school curriculum, education for Sioux Indians, and country schools today. School records, periodicals, manuscripts, and oral histories provide facts and anecdotes such as: in 1935 there were 4,029 frame school buildings, 77 of stucco, 59 of brick, 18 of hollow tile, 13 of logs, 3 each of stone and concrete, and 2 of sod; 11:00 P.M. was the hour when both men and women teachers were expected to be home; state law required that there must be at least 7 pupils to constitute a school, but this rule was broken or changed because some schools had only 2 or 3 pupils; in 1894, 81.7% of the children in South Dakota were enrolled in school, while during the depression year of 1934, only 42.8% of the children were enrolled; because of the lack of pencils, paper, and books, memorization was an important part of education; today, 108 small rural schools are still operating in western South Dakota. (NEC)

ED 211 267 RC 013 071

Hatton, Caroline

Reading, Writing, 'Rithmetic and Recitation in Western South Dakota. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-3 Mar 81

Note-29p.; First Place, the Senior Leland D. Case Awards in Western History, Black Hills State College, Spring 1981. For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Schools, Curriculum, *Educational History, Elementary Secondary Education, *One Teacher Schools, Oral History, Rural Education, *Rural Schools, School Community Relationship, *Small Schools, State History, Teacher Background, Teacher Qualifications, Teacher Responsibility, *Teacher Role

Identifiers-*Country School Legacy Project, *South Dakota

As revealed in personal interviews, periodicals, published and unpublished manuscripts, and school records, the teachers were the key factor in bringing education and culture to the frontier that was western South Dakota. Many teachers were girls of 16 or 17, inexperienced, hired from states to the east (Minnesota and Iowa), sight unseen. Beginning in 1862, teachers were required to be certified by taking examinations in reading, writing, geography, grammar, spelling, and arithmetic. Supplies and equipment were limited; there was usually a blackboard, a recitation desk, desks for children, a teacher's desk and chair, maps, sometimes a globe and piano or organ, and always a water pail and dipper. School books were furnished by the pupils so there was no uniformity in textbooks. At school the teacher was janitor, superintendent, principal, playground supervisor, office girl, producer and director of programs, and organizer of community picnics and social events. Social restrictions required that teachers observe a nightly 11:00 P.M. curfew. Living conditions provided little privacy or comfort; many teachers boarded with school families, sharing rooms with one or more of their pupils. Some teachers stayed in the schoolhouse, living out of a suitcase and sleeping on a fold-up cot. (NEC)

ED 211 268 RC 013 072

Brown, Philip L.

Northeastern South Dakota's Country Schools. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81

Note-137p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Acculturation, Community Centers, Community Schools, Cultural Background, Cultural Influences, Curriculum, Educational Facilities Design, *Educational History, Elementary Secondary Education, Ethnic Groups, *One Teacher Schools, *Rural Education, *Rural Schools, School Buildings, School Community Relationship, School Construction, *Small Schools, State History, Teacher Background, Teacher Characteristics, Teacher Role

Identifiers-*Country School Legacy Project, Historic Sites, *South Dakota

Northeastern South Dakota's country schools are examined in this volume of the Mountain Plains Library Association's eight-state research effort to locate and preserve information related to country schools. Rural school buildings are discussed in the broad social and historical context that shaped their form and style. Both national trends in rural school design and the state's economic and political environment are considered. The use of the schoolhouse for activities other than teaching is described as it varied according to the size of the community it served, its remoteness from a village or town, the existence of a church, and the standards of the community as to what was acceptable social activity in a schoolhouse. The origin, age, sex, education, experience, wages, and conditions of employment of teachers in country schools and their methods of maintaining discipline are traced. Aspects of the rural school curriculum, typical teaching methodologies, time spent in school, and the Young Citizens League are outlined. Aspects of the rural schools' role in the assimilation of the children of immigrant ethnic groups into the majority culture (English as the language of instruction, efforts following World War I, and Hutterites) are explored. (NEC)

ED 211 269 RC 013 073

Blakely, Herbert

Southeastern South Dakota's Country Schools. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81

Note-234p.; For related documents, see RC 013 047-058 and RC 013 070-084. Maps may not reproduce well due to poor print quality.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Acculturation, Community Centers, Community Schools, Cultural Background, Cultural Influences, Curriculum, Educational Facilities Design, *Educational History, Elementary Secondary Education, Ethnic Groups, Minimum Competencies, *One Teacher Schools, Oral History, *Rural Education, *Rural Schools, School Buildings, School Community Relationship, School Construction, *Small Schools, State History, Teacher Qualifications, Teacher Role, Teacher Salaries

Identifiers-*Country School Legacy Project, Historic Sites, *South Dakota

The role of the rural school in southeastern South Dakota from the early days of the frontier to 1981 is examined in this portion of an eight-state research effort to locate and preserve information related to country schools. Three hundred and eleven country schools in 21 southeastern counties are still standing, have been photographed, and are described in field notes and located on country general highway maps included in the report. The varied functions of the school as a community center are described. Teacher salary scales, duties, and qualifications are outlined. Samples of curriculum, courses of study, daily schedules, tests, textbook accession records, and rules of spelling are included. Descriptions of dedicated teachers, community spirit, drive and determination of immigrants, and an atmosphere of friendship and caring are used to illustrate how the schools participated in the Americanization of ethnic groups. Information about the 39 rural schools still operating in southeastern South Dakota during the 1980-81 school year is summarized. Copies of the 1928 final eighth grade examination, required to receive a diploma, the 1927 final seventh grade examination, and the 1872 instructions to teachers in the Dakota Territory are included. (NEC)

ED 211 270 RC 013 074

Siegrist, Edith B., Comp.

South Dakota Country School Bibliography: An Annotated List of References Relating to Country Schools in the Collections of I. D. Weeks Library, the University of South Dakota. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Aug 81

Note-25p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, Course Descriptions, Curriculum Guides, *Educational History, Elementary Secondary Education, Masters Theses, *One Teacher Schools, *Rural Education, *Rural Schools, School Publications, *Small Schools, State History, Teacher Education, Textbooks

Identifiers-*Country School Legacy Project, *South Dakota

Materials from the I.D. Weeks Library of the University of South Dakota, relating to country schools and the history of rural education in South Dakota and written between 1874 and 1976, are listed in this annotated bibliography. Publications of the South Dakota Department of Public Instruction include: school laws, some dating back to 1877; annual reports of the Dakota Territory for 1874, 1875, 1876, 1884, 1886, and 1888; Biennial Reports, 1890-1970; 24 comprehensive outlines for courses of study for the common schools; and 11 miscellaneous publications such as a 1954 County Superintendent's Handbook, Literary Selections in Conformity with the State Course of Study for South Dakota, and the Arbor Day Annual for 1904. Periodical series on file are Better Rural School Bulletin'' (1922-1931), Rural Educator'' (1931-1957), and The Young Citizen'' (1938-1948). Seven miscellaneous, but very special'' citations include memoirs, histories, and surveys of the schools, as well as Directions and Helpful Suggestions for the Teachers of Yankton County.'' Other separate categories list 21 masters theses in education, 24 textbooks for teacher training, and 6 general information references. Each citation contains as complete bibliographic information as is available including library call numbers. (NEC)

ED 211 271 RC 013 075

Brown, Philip L.

The Young Citizens League: Its Origins and Development in South Dakota to 1930. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-11 Apr 81
Note-30p.; For related documents, see RC 013 047-058 and RC 013 070-084. Paper presented at the Annual Dakota History Conference (13th, Madison, SD, April 11, 1981).
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Citizenship Education, *Educational History, Elementary Education, Group Activities, One Teacher Schools, Patriotism, Program Content, Rural Education, *Rural Schools, Small Schools, State History, State Programs, Student Participation, *Youth Clubs
Identifiers-Country School Legacy Project, *South Dakota, *Young Citizens League

With the goal of improving citizenship and character education in the elementary school child through learning by doing in the form of a school-based club, the Young Citizens League (YCL) appeared in rural South Dakota early in the twentieth century, introduced by Michael M. Guhin and developed by E.C. Giffen. By 1930, at its peak, it had an estimated 75,000 members in 4,000 chapters. Following its motto Help Uncle Sam'' and through its standing committees for Information and Programs, Health and Sanitation, Physical Training, and Patriotic Aid, the YCL focused on patriotism, personal health, and doing things each day to help the country. Beginning in 1926-27, state-wide projects were recommended to local chapters and included endeavors such as beautifying school grounds; recataloging, reconditioning, and building up school libraries; music appreciation and the purchase of musical instruments; art appreciation and placing good pictures in classrooms. Beginning in 1926-27, the YCL became an official state program, supported by budget appropriations. However, most project money was raised through club efforts such as traditional box socials. Annual student speech and essay contests offered trips to county and state conventions for winners. Although officially prohibited, YCL members were often enlisted by teachers for janitorial work. (NEC)

ED 211 272 RC 013 076

Birkinshaw, Scott B.

The Legacy of Utah's Country Schools, 1847-1896. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-2 May 81

Note-66p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Acculturation, Community Schools, Cultural Background, Curriculum, *Educational History, Elementary Secondary Education, Ethnic Groups, *One Teacher Schools, Religious Cultural Groups, *Religious Factors, Rural Education, *Rural Schools, School Buildings, *School Community Relationship, Small Schools, Social History, State History, Teacher Education, Teacher Qualifications, Teacher Role, Teaching Methods, Textbooks

Identifiers-*Country School Legacy Project, Deseret Alphabet, Historic Sites, Mormons, *Utah

This section of the Country School Legacy: Humanities on the Frontier Project, funded by the National Endowment for the Humanities and sponsored by the Mountain Plains Library Association, traces the development of schools in Utah during the Territorial Period (1847-1896). Following a discussion of the influence of the Church of Jesus Christ of Latter-day Saints (Mormons) on the development of Utah schools, the report discusses the early schools with regard to six major subject classifications. Country Schools as Community Centers'' describes the role of school buildings in Utah communities and changes which affected the schools as communities developed. Country Schools and the Americanization of Ethnic Groups'' describes the socializing influence of the Latter-day Saints Church and the attempts by other denominations to Christianize'' and Americanize'' the Mormons through establishment of denominational schools. Reading, Writing, 'Rithmetic and Recitation'' describes the teaching methods used in Utah schools during the territorial period. Teachers: their Roles, Rules and Restrictions'' describes the selection of teachers and the educational and moral qualifications required. Country Schools as Historic Sites'' describes the development of school buildings during the period. Country Schools Today'' describes the destruction of the old school buildings and modern accounts of Utah's educational history. (CM)

ED 211 273 RC 013 077

Embry, Jessie L.

Utah's Country Schools Since 1896. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-1 Mar 81

Note-161p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Acculturation, Community Centers, Consolidated Schools, Cultural Background, Curriculum, *Educational History, Elementary Secondary Education, Ethnic Groups, Faculty Mobility, Instructional Materials, *One Teacher Schools, *Religious Factors, Rural Education, *Rural Schools, School Buildings, *School Community Relationship, Sex Discrimination, Shared Facilities, Small Schools, State History, Teacher Certification, Teacher Role, Teaching Methods

Identifiers-*Country School Legacy Project, Historic Sites, Mormons, *Utah

The papers in this portion of the Country School Legacy: Humanities on the Frontier Project, funded by the National Endowment for the Humanities and sponsored by the Mountain Plains Library Association, trace the development of Utah's country schools since 1896. Country Schools as Historic Sites'' describes the early schools as they were, and discusses the consolidation of Utah's school districts and the various uses which have been made of the early schools. Country Schools as Community Centers'' describes the multiple uses of school buildings in small towns. Teachers: Their Roles, Rules, and Restrictions'' discusses the requirements for teacher certification, problems of teacher turnover and recruitment, low salaries and restrictions, and the role of the teacher in the classroom and the community. Reading, Writing, 'Rithmetic and Recitation'' discusses school subjects and teaching methods in small schools, availability of instructional materials, and recesses. Country Schools and the Americanization of Ethnic Groups'' discusses the prejudices and problems faced by immigrants and American Indians. Country Schools Today'' discusses school consolidation and describes how it was implemented in various areas of Utah. The last paper describes the early one-room school in Garrison, Utah and compares it with a modern one-room school in the same town. (CM)

Embry, Jessie L.
Schoolmarms of Utah: Separate and Unequal.'' Country School Legacy: Humanities on the Frontier.
Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-81
Note-19p.; For related documents, see RC 013 047-058 and RC 013 070-084.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bias, Educational Background, *Educational History, Elementary Secondary Education, *Females, One Teacher Schools, Rural Education, Rural Schools, Sex Bias, *Sex Discrimination, *Sex Stereotypes, Small Schools, State History, Teacher Behavior, Teacher Characteristics, *Teacher Role, Teacher Salaries, Teacher Stereotypes
Identifiers-*Country School Legacy Project, *Utah

This part of the Country School Legacy: Humanities on the Frontier Project, funded by a grant from the National Endowment for the Humanities and sponsored by the Mountain Plains Library Association, traces the biases faced by female school teachers in Utah from the nineteenth century to the present. First, there is a description of the early unequal treatment women teachers received in the form of lower salaries, in not being accepted as equal to men in teaching ability, and in prejudicial treatment concerning their employment. The document then highlights the improvements and advances in the status of women teachers from the 1920s to the present. (CM)

ED 211 275   RC 013 079

Johnson, Charlie M., Jr.

Some Historical Background to the Country School Legacy: Frontier and Rural Schools in Colorado, 1859-1950. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81

Note-181p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Centralization, Consolidated Schools, *Educational History, Educational Legislation, Educational Trends, Elementary Secondary Education, *One Teacher Schools, Rural Education, *Rural Schools, School Administration, School Buildings, School Districts, School Organization, *Small Schools, Socioeconomic Influences, *State History, Teacher Recruitment, Teacher Role

Identifiers-*Colorado, *Country School Legacy Project

A study of historical background of the frontier and rural schools in Colorado describes education in the United State in general and the development of the educational process and school facilities during five phases of Colorado's economic and political development. The Nation'' discusses philosophies generally held during the middle 1800s which influenced educational practices. Colorado: The Pre-Statehood Years'' describes the effects of gold mining on public schools and describes school district establishment in Larimer county as typical of that time. Colorado: Early Statehood (1876-1900)'' describes the legal, historical and social developments of that era and examines Weld County as typical. Colorado: Early Twentieth Century (1900-1920)'' describes the effects of new population growth on Colorado's rural school districts and discusses centralization and consolidation as the major forms of rural school improvement during the period. Colorado: 1920-1940'' discusses the influence on the rural schools of the Great Depression, and the trend toward rural decline. Colorado: 1940-1950'' discusses the impact of problems with aging school buildings, teacher recruitment and tenure, school funding, population shifts, changing economic interests, and post-War social trends on rural school systems. (CM)

Dodds, Joanne L. Dodds, Edwin

Country School Legacy Report for Southern Colorado. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-81
Note-133p.; For related documents, see RC 013 047-058 and RC 013 070-084. Appendices will not reproduce clearly due to poor print quality.
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Acculturation, American Indian Education, American Indians, Community Centers, Community Schools, Cultural Background, Cultural Influences, Curriculum, *Educational History, Elementary Secondary Education, Ethnic Groups, *One Teacher Schools, Oral History, *Rural Education, *Rural Schools, School Buildings, School Community Relationship, School Construction, Sex Education, *Small Schools, State History, Teacher Role
Identifiers-*Colorado, *Country School Legacy Project, Historic Sites, Ute (Tribe)

In southern Colorado, the Country School Legacy Project, part of an eight-state research effort to locate and preserve information related to country schools, involved visiting and corresponding with 25 counties and conducting 58 oral history interviews. Materials, both factual and anecdotal, assembled into this report from school records, periodicals, published and unpublished memoirs, and oral accounts, reveal rich insights about country school architecture, country schools as community centers, teachers, students, curriculum, school Americanization efforts, education for the Ute Indians, sex education, schools in company towns, and country schools today. Appendices include: an 1883 architect's drawing of a room with single desks for sixty-four scholars, a 1925 teacher's contract, a 1928 application for a $250 teacher education loan from the Colorado Federation of Women's Clubs, questions for the county examination of teachers in 1898, a 1971 teacher evaluation report, 42 sample schedules for one and two teacher schools, instructions for three children's games from a 1937 book (including four pages of instructions for playing marbles), three examples of special program recitations from the 1900 12th Biennial Report of the Superintendent of Public Instruction, and a 1879-1880 course of study for Colorado ungraded schools. (NEC)

ED 211 277   RC 013 081

Barthell, Robert J.

Wyoming's Country Schools. Comprehensive Report. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81

Note-74p.; For related documents, see RC 013 047-058 and RC 013 070-084.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Acculturation, Community Centers, Cultural Education, Curriculum, Educational Change, *Educational History, Educational Trends, Elementary Secondary Education, Ethnic Groups, Females, *One Teacher Schools, Oral History, Rural Education, Rural Environment, *Rural Schools, School Buildings, *School Community Relationship, *Small Schools, State History, Teacher Background, Teacher Role

Identifiers-*Country School Legacy Project, Historic Sites, *Wyoming

As an examination of the role played by rural schools in the history of the Wyoming frontier and the result of an effort to locate and preserve information related to country schools, this report is part of an eight-state research effort. Periodicals, unpublished manuscripts, school records and interviews with 19 Wyoming residents reveal details about Wyoming country schools as community centers, as historical sites, as part of the Americanization effort for ethnic groups, and as part of the current educational system. These sources also provide accounts of country school teachers (their training, roles, rules, and restrictions) and rural school curriculum, focusing on reading, writing, arithmetic, and recitation. The most impressive thing about the interviews and documents gathered for this report is the sense of accomplishment these early teachers felt. They believed their schools belonged to them and that their dedication and work was repaid by the community in a kind of respect and trust that is lacking in the profession today. They are remembered with love and respect by both student and community. Nostalgia can dim the harsher aspects of rural school life in Wyoming, but the claims made for it by its former students appear to be sincere.'' (Author/NEC)

ED 211 278 RC 013 082

Riske, Milton

Southeastern Wyoming's Country Schools. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81

Note-79p.; For related documents, see RC 013 047-058 and RC 013 070-084. Best copy available.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Acculturation, Community Centers, Community Schools, Cultural Education, Curriculum, Educational Change, *Educational History, Educational Trends, Elementary Secondary Education, Ethnic Groups, Faculty Mobility, Females, *One Teacher Schools, Oral History, Rural Education, Rural Environment, *Rural Schools, School Buildings, *School Community Relationship, *Small Schools, State History, Teacher Background, Teacher Role

Identifiers-*Country School Legacy Project, Historic Sites, *Wyoming

Information from 22 oral history interviews, periodicals, unpublished manuscripts, and school records provides an indication of the role played by country schools in the history of southeastern Wyoming and forms part of an 8-state research effort to locate and preserve information related to country schools. The report focuses on six aspects of the country school experience: schools as historical sites, schools as community centers, teachers (their roles, rules and regulations), curriculum (reading, writing, arithmetic, and recitation), the school's role in the Americanization of ethnic groups, and the country school today. Two examples illustrate the continuing challenges of rural education in southern Wyoming From the Laramie county superintendent in 1883: Found School ... held in a tent with board placed on nail keg for seat. The teacher is supplied with a good table, globe, dictionary and fractural supplies. Mr. J.W. McClure is a faithful teacher though working under difficulties.'' In 1981 the State Department of Education believes several techniques must be considered for continuing and strengthening rural education. These include ... increasing community involvement in rural schools; developing strong pre-service and in-service programs; conducting research on the stress of rural teaching and how to stem the high rate of turnover.'' (NEC)

Barthell, Robert J.
Northwestern Wyoming's Country Schools. Country School Legacy: Humanities on the Frontier.
Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-1 Mar 81
Note-93p.; For related documents, see RC 013 047-058 and RC 013 070-084.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Acculturation, Community Centers, Community Schools, Cultural Education, Curriculum, Educational Change, *Educational History, Educational Trends, Elementary Secondary Education, Ethnic Groups, Females, *One Teacher Schools, Oral History, Rural Education, Rural Environment, *Rural Schools, School Buildings, *School Community Relationship, *Small Schools, State History, Teacher Role
Identifiers-*Country School Legacy Project, Historic Sites, *Wyoming

The history of rural education in northwestern Wyoming and the accompanying bibliography of unpublished manuscripts, periodicals, school records, and oral histories comprise part of an eight-state research effort, Country School Legacy, to study the role rural schools have played in the history of the frontier and to locate and preserve information related to country schools. The report addresses six aspects of rural education: country schools as community centers, country schools as historical sites, country schools and the Americanization of ethnic groups, the country school curriculum (reading, writing, and arithmetic), teachers (their roles, rules, and restrictions), and the country school today. Because northwestern Wyoming was settled in the early part of the twentieth century primarily by people who were second or third generation Americans, naturalization of immigrants took place in the home, influenced by the children and the home visits of teachers. Although the early schools had many shortcomings, individuals today attest that the curriculum was as good as the teacher and the student, and that teachers managed to pass on a love of learning which was more important than the subject itself. (NEC)

ED 211 280 RC 013 084

Gulliford, Andrew And Others

Work and Leisure in Country Schools in Wyoming.'' Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-2 May 81

Note-21p.; For related documents, see RC 013 047-058 and RC 013 070-083. Paper presented at the Annual Wyoming History Day (2nd, Rock Springs, WY, May 2, 1981).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Centers, *Educational History, Elementary Secondary Education, *One Teacher Schools, Oral History, Rural Education, *Rural Schools, School Buildings, School Community Relationship, *Small Schools, State History, Teacher Background, Teacher Characteristics, *Teacher Role

Identifiers-*Country School Legacy Project, *Wyoming

The country school legacy of Wyoming is rich in history, folklore, and tradition. Materials (many anecdotal) gathered from school records, oral histories, autobiographies, and memoirs provide glimpses into the diverse and demanding role of frontier teachers (who were mostly female and, by contract requirement, usually single) and the work and leisure centered around the country schools of the late 19th and early 20th centuries. An accurate look at Wyoming reveals a frontier that ended by 1890 with the widespread presence of country schools providing roots and a sense of community. The 1890 Wyoming school census lists 16,291 students, aged 5 to 20. A 1915 survey records 63 brick or stone schools, 141 log or sod schools, 331 frame schools, and 22 teachers who did not answer the question. Recollections indicate teachers were involved not only in instruction but in janitorial work, rounding up stray cattle, extinguishing prairie fires, and assisting with haying. Tales show the school buildings, centrally located to keep travel distance equal for students, becoming the natural center for community life, serving as voting centers, town halls, churches, dance halls, and even the place in which to perform an autopsy. (NEC)

ED 211 281 RC 013 085

Williams, R. Gary Knop, Edward

Dimensionality of Community Satisfaction.

Spons Agency-Colorado State Univ., Ft. Collins. Agricultural Experiment Station.

Pub Date-20 Aug 81

Note-24p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August 20-23, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Characteristics, Community Leaders, *Community Satisfaction, Community Services, Factor Analysis, Population Growth, *Population Trends, *Quality of Life, *Rural Areas, Rural Development, Rural Environment, *Social Indicators

Identifiers-*Colorado

Using factor analysis (both principal factor solutions and rotated factor solutions) to search for underlying statistical commonality among 12 indicators of community satisfaction in 6 Colorado communities, the research explores various dimensions of community satisfaction that may be important across different communities. The communities under study represent different types of communities as well as different rates of growth: Aspen is a rapidly growing ski-recreational community; Evergreen is a rapidly growing exurban community; both Yuma and Burlington are rapidly growing agricultural communities; Craig is an agricultural primary industry community with slow growth; and Del Norte is an agricultural community that is losing population. Dimensions identified as important are private services, public services, environmental milieu, political processes, community cohesion, interaction and exchange, local institutions, locality as gratification, power, stratification, differentiation, and interdependency. Some generalizations can be made across most of the communities studied: a grouping of indicators around good local leaders'' indicates orientation to democratic community processes, and groupings around the categories of interpersonal environment and services may be cross-community indicators. Results are inconclusive, thus reliance on dimensions identified by previous researchers and relevant to different theoretical schools are recommended. (NEC)

ED 211 282   RC 013 087

Klonglan, Gerald E. And Others

Perceived Benefits and Costs for Clients from Extension's Community Resource Development Projects.

Iowa State Univ. of Science and Technology, Ames. Dept. of Sociology and Anthropology.; North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date-19 Aug 81

Note-33p.; Paper presented at the Meetings of the Rural Sociological Society (Guelph, Ontario, Canada, August 19-23, 1981). For a related document, see ED 191 622.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Agents, Change Strategies, *Citizen Role, Community Change, *Community Development, Community Resources, Community Services, Evaluation Methods, *Extension Agents, Land Grant Universities, *Program Effectiveness, *Program Evaluation, Questionnaires, *Rural Extension

Identifiers-*Community Resource Development Projects, Impact Studies

Data were gathered from Community Resource Development (CRD) field staff and from knowledgeable citizens, to obtain multiple indicators of the impact of CRD projects on economic and noneconomic changes and to assess the degree to which special client/audiences had shared in positive and negative consequences resulting in part from the CRD program. During August 1979, questionnaires were sent to a random sample of 120 university extension personnel and 14 Black Land Grant (1890) college and university extension personnel. Each subject was asked to select 10 persons outside of extension who were knowledgeable about CRD work, and to include on the list one person each from banking, local government, local media, and the County Extension Council. Different questionnaires were mailed to the extension personnel and to the knowledgeable persons. Field staff provided evidence of community changes resulting in part from projects and also provided estimates of the likelihood of positive and negative consequences for client/audiences. Knowledgeable citizens also provided an evaluation of projects and of the extent to which citizens had been involved in co-producing projects. External data obtained from knowledgeable citizens clearly complemented the data obtained from CRD field staff. Appended tables summarized the findings. (CM)

ED 211 283 RC 013 088

Sher, Jonathan P., Ed.

Rural Education in Urbanized Nations: Issues and Innovations. Westview Special Studies in Education. An OECD/CERI Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.-ISBN-0-89158-964-3

Pub Date-81

Note-368p.

Available from-Westview Press, Inc., 5500 Central Avenue, Boulder, CO 80301

Pub Type- Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Boarding Schools, Correspondence Study, *Curriculum Development, Decentralization, Delivery Systems, *Developed Nations, *Educational Improvement, *Educational Innovation, Educational Television, Elementary Secondary Education, Experiential Learning, Foreign Countries, Inservice Teacher Education, Instructional Program Divisions, Relevance (Education), Rural Areas, *Rural Education, School Community Relationship, School District Autonomy, *Small Schools, Teacher Education, Transportation

Identifiers-Australia, Finland, Foxfire, New Zealand, Norway, Organisation for Economic Cooperation Development, Portugal, Scotland, United States

Collected as part of the program of work for the Organisation for Economic Co-operation and Development/Centre for Educational Research and Innovation (OECD/CERI) Education and Local Development project, scheduled to operate from 1979 to the end of 1981, this volume is designed to provide a foundation of information and insights on education in the sparsely populated areas of a group of industrialized nations. The book addresses the broad spectrum of rural education issues within some OECD member countries (Portugal, New Zealand, Scotland, Australia, Finland, Norway and the United States). The authors identify innovative programs, policies, and strategies, and point toward the more promising paths for rural school improvement. They also issue warnings about some of the blind alleys and dead ends that can be encountered. The major topics covered include delivery systems, in-school innovations, support mechanisms, and community-school linkages. (Author/CM)

ED 211 284 RC 013 089

Glossary of Development Terminology.

Irish Commission for Justice and Peace, Blackrock (Ireland).

Spons Agency-Confederation of Non Governmental Organizations for Overseas Development, Dublin (Ireland).

Pub Date-Jul 80

Note-12p.; Paper copy not available due to publisher's preference.

Pub Type- Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developed Nations, *Developing Nations, Foreign Countries, *Glossaries, *International Organizations, *International Programs, International Relations, *International Trade Vocabulary, Rural Development

Prepared by the Research Unit of the Irish Commission for Justice and Peace to assist those interested in current international affairs, this Glossary contains 56 terms and their definitions, which provide a brief explanation of the main issues and organizations involved in international development questions. Examples of the terms included are: ACP Countries, Brandt Commission, collective self-reliance, intermediate technology, Manila Declaration, soft and hard terms, targets, tied and untied aid, and Yaounde Convention. (Author/CM)

ED 211 285 RC 013 090

Ogletree, Earl J.

Hispanic Immigrants Want to Become Americans, But Retain Their Ethnic Identity.

Pub Date-81

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, *Attitude Measures, Cubans, Cultural Pluralism, *Ethnicity, Family Characteristics, Hispanic American Culture, *Hispanic Americans, *Immigrants, Latin Americans, Mexicans, Puerto Ricans, Questionnaires, Religious Factors, *Social Attitudes

Identifiers-Illinois (Chicago)

A 37-item questionnaire was administered to 255 Chicago Hispanics to determine if Hispanics favor assimilation or pluralism or some state in between. Respondents included 23% Mexicans, 36% Puerto Ricans, 29% Cubans, and 11% South Americans. Of these, 33% were blue collar workers, 60% teachers, and 7% high school students. A total of 89% were born outside the United States. Data were analyzed by gender, marital status, and number of children in family. To determine the degree of assimilation, responses were categorized according to Gordon's seven stages of assimilation. Findings indicated that at least partial assimilation with social and political equality is the goal of the sample and that support for bilingual education and maintenance of cultural patterns will be sustained. Ethnic intermarriage and the desire to become American by the majority of the sample suggest a major step in the assimilation process. Findings suggested that, although acculturation is taking place, a certain degree of separateness (based on religion, ethnic identity, and behavioral patterns) exists and will be sustained in the future and that this will have particular significance for education in terms of school curriculum, bilingual programs, and desegregation of schools. (CM)

ED 211 286 RC 013 091

Ziller, Robert C. And Others

Understanding Children of Poverty and Affluence Through Auto-Photographic Metaphor.

Pub Date-Aug 81

Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affluent Youth, Children, *Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Foreign Countries, *Mexicans, *Photographs, Poverty, *Research Methodology, *Self Concept, Sex Differences, Socioeconomic Influences, Socioeconomic Status

Identifiers-*Autophotographic Metaphor, Mexico (Mexico City)

The self-social-environmenatl orientations of twenty-nine 12-year old children of poverty and children of affluence in Mexico City were obtained through 12 photographs taken by these children in response to the question Who Are You?'' The five findings which differentiated the children of affluence from the children of poverty pertained to the self, activities, books, games, and range of orientations. Some of the most extreme differences were observed between affluent boys and poverty girls. The girls of poverty showed no photographs of self, activities, games, or toys, whereas every affluent boy showed at least one photograph which included the self, with the most photographs involving music and art activities, lessons, possessions, games and toys, and the least photographs showing others, groups, and religion. Girls of poverty showed the least possessions and lowest range of orientations but most of crowds (more than three people), holding a child, other people, and groups. Boys best represented the effects of affluence and girls best represented effects of poverty. The depicted psychological niches of the affluent represented a circumscribed, high-potential, self-reinforcing system. The psychological niches of the children of poverty (particularly girls) represented a limited system of support within an extended group. (Author/CM)

ED 211 287 RC 013 092

Marin, Gerardo And Others
The Meaning of Children for Hispanic Women.
California Univ., Los Angeles. Spanish Speaking Mental Health Research Center.
Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-Aug 81
Grant-MH24654
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, *Birth Rate, Contraception, *Cultural Influences, Demography, Family Attitudes, Family Characteristics, Family Planning, *Females, *Hispanic Americans, *Mexican Americans, Population Trends, Spanish Speaking, Urban Population, *Values
Identifiers-California (Los Angeles), *Family Size

A random sample of 100 Hispanic women waiting to receive birth control services at a low-cost community health center in East Los Angeles was interviewed to learn more about the fertility behavior, attitudes toward family size, and contraceptive use of barrio Hispanic women. The respondents were: young (averaging 27 years old), poorly educated (averaging 7.43 years of schooling), low socio-economic status ($666 average monthly household income), married (66%), mostly of Mexican origin (80%), and recent immigrants (85% being first generation Hispanics, i.e. born in Latin America). Results indicated the younger the women at the birth of their first child, the more children they had and desired. Those with fewer years of schooling had larger families. The best predictor of a woman's desired family size was her perception of her spouse's desired family size, indicating the powerful influence men appear to have and suggesting that men should be involved more actively by family planning providers. Being born in Latin America was positively associated with larger desired family size. The value placed on children by these Hispanic women and their husbands appeared to be a major factor in their higher fertility rate, a value formed by their culture, yet subject to acculturative influences. (NEC)

ED 211 288 RC 013 093

Baskerville, Roger A.

Increasing Visibility of Rural and Small Schools: Political Organization An Alternative.

Pub Date-16 Nov 81
Note-15p.; Paper presented to the Rural Education Conference (Manhattan, KS, November 16, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Consolidated Schools, Editorials, *Educational Attitudes, Educational Legislation, Elementary Secondary Education, *Negative Attitudes, Newspapers, Policy Formation, Political Influences, *Politics, *Rural Education, *Rural Schools, Rural Urban Differences, *School District Reorganization, Small Schools
Identifiers-Iowa, *People United for Rural Education

Political organization is an alternative to the so-called inevitability of losing one's rural school or one's small community; People United for Rural Education (P.U.R.E.), organized to promote the survival of rural schools and the concept of rural as a credible way of life, has been an effective political organization. The reversal of urban attitudes concerning rural schools and rural communities has become one of P.U.R.E.'s most difficult political tasks. Newspaper editorials have repeatedly seen rural schools as inefficient and inept and have called for school district reorganization to consolidate smaller school districts. The state-wide media have not been successful in influencing all Iowans and all state legislators with their printed propaganda because of politics and P.U.R.E., a political organization and a successful alternative. Since February of 1977, P.U.R.E. has grown in membership, in stature, and in the eyes of Iowa's legislative officers and educational specialists. Tremendous sacrifices have been required from P.U.R.E.'s lay leaders, lay membership, and professional Advisory Council. The key to a successful political organization is sacrifice. Additionally inherent within this key are endurance, esprit de corps, compromise, tenacity, re-evaluation, commitment, and faith. Rural people are a viable, credible, significant, vital, important and worthy minority. (CM)

ED 211 289 RC 013 094

Baskerville, Roger A.

Toward Community Growth: A Career Education Model for Iowa and Other Predominantly Rural States. Third Year Report - III.

Arrowhead Area Education Agency, Fort Dodge, Iowa. Learning Research Center.

Spons Agency-Office of Career Education (ED), Washington, D.C.
Pub Date-81
Note-58p.; For a related document, see ED 194 291. Photographs will not reproduce clearly.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, Career Exploration, Community Involvement, *Community Resources, Employment Opportunities, High School Seniors, Human Resources, Models, Questionnaires, Research Methodology, *Rural Areas, Rural Development, *Rural Education, *Rural Youth, School Community Relationship, Secondary Education, Social Studies, *Student Attitudes
Identifiers-Community Holding Power, *Iowa (Lohrville), Kuder Occupational Interest Survey

School year 1980-81 completed the third year of operation for the Lohrville Career Education Model (LCEM) and the Toward Community Growth Project, a systematic attempt at exploring careers in Iowa and at inducing Iowa's youth to seek careers closer to home following high school graduation or completion of post-secondary education/training. The program included a seven-unit course syllabus to be taught in two 2-week sessions, with a 2-week career education work session between them. Each senior student was given a career education experience with someone whose work corresponded to the student's tested and self-identified occupational interests. Of the 30 statements/objectives targeted for positive, statistically significant growth following the 1980-81 LCEM classes in rural and occupational experiences, 24 were significant at one of three confidence levels; 23 of the 24 statistically significant statements/objectives displayed positive growth. During the project's three years, 49 of the 90 statements/objectives targeted for positive attitudinal growth were significantly positive at one of the three levels of statistical confidence; four displayed statistically significant negative growth. Comments from participating students, their photographs, and senior year work experiences are included. Appendices include the Toward Community Growth course syllabus, the LCEM Attitudinal Survey, and final examinations. (CM)

ED 211 290 RC 013 095

Nevin, David

Left-Handed Fastballers: Scouting and Training America's Grass-Roots Leaders, 1966-1977.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-Aug 81

Note-107p.; A Report Based on a Study for the Ford Foundation. Paper copy not available due to publisher's preference.

Available from-Ford Foundation, 320 East 43 Street, New York, NY 10017.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Agents, Citizen Participation, Community Change, *Community Leaders, *Fellowships, Leadership Qualities *Leadership Training, National Programs, Philanthropic Foundations, Postsecondary Education, *Program Effectiveness, Public Agencies, Rural Areas, *Rural Development, Rural Education, Training Methods

Identifiers-*Leadership Development Program

From 1966 through 1977, 700 men and women were selected, primarily because they had demonstrated some capacity for personal initiative, to be fellows in the $11 million Leadership Development Program (LDP) supported by the Ford Foundation to develop new leadership in rural America. To operate LDP a decentralized organization with offices in Maine, Georgia, New Mexico, and Colorado was created and staffed by regional agents who recruited fellows and planned individually tailored programs usually involving extensive travel, new experiences, personal stresses, and some rethinking of career directions. Fellowship experiences included: teaching paralegal techniques in Tennessee; establishing an Atlanta street academy for dropouts; working in agencies such as the Mexican-American Community Services Agency in San Jose, the Southwestern Indian Development in Phoenix, and the Economic Development Administration in Washington, D.C.; touring rural Headstart programs and studying Headstart techniques at Peabody College in Nashville, Tennessee; examining alternative education methods in California, London, and North Dakota; and studying mountain music in Tennessee. LDP experiences expanded fellows' understanding of society, reduced their insularity, and gave some of them new tools with which to work. LDP created bridges between unaware communities and the largely urbanized nation that surrounds them. (NEC)

ED 211 291 RC 013 097

LaDue, Robin A. And Others

Psychological Survival in American Indian Communities.

Pub Date-9 Apr 81

Note-21p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Alcoholism, *American Indian Culture, *American Indians, *Behavior Patterns, *Coping, Health Needs, Health Services, Mental Health, *Psychological Patterns, Psychotherapy, Self Determination, Suicide

To provide some directions for the design and implementation of innovative health programs, both on an individual and community level, this paper, using both empirical and anecdotal sources, explores some of the possible psychological mechanisms Indian people have used to endure overt and covert Federal policies and social attitudes of termination and assimilation. While much has been written on the destructive coping mechanisms of alcoholism, suicide, and violence, the positive aspects of Indian life (the use of medicine people as healers, the use of herbs as medicine, spiritual rituals, ceremonies, and participation in community events) and their values as survival skills have not been adequately evaluated and incorporated as treatment methods. The paper examines how the theoretical stance of problems, the client's belief system, and actual behavioral patterns can affect therapy and discusses specific therapeutic techniques (impact therapy and nondirective therapy based on Freud's and Maslow's theories) that may lead to a clearer understanding of underlying problems, the evolvement of a new Survival Pact, needs assessment programs, and development of educational programs that would address health and social needs on a broad level. (NEC)

ED 211 292 RC 013 098

Hansen, David O. Ross, Peggy J.
Education, Significant Others and Farm-Reared Adolescents.
Pub Date-1 May 80
Note-23p.; Paper presented at the Annual Meeting of the North Central Sociological Society (Akron, OH, May 1-3, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aspiration, Adolescents, *Career Choice, Career Counseling, Counselor Client Relationship, Educational Counseling, *Family Influence, Longitudinal Studies, Peer Influence, Principals, Rural Education, *Rural Youth, Secondary Education, Self Concept, *Socioeconomic Influences, *Teacher Influence, Young Adults
Identifiers-National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study of High School Seniors (1972) were utilized to examine the effects of school personnel on educational and occupational decisions of farm-reared students. Information was gathered on 10 significant others'' grouped into 5 types: (1) ego influence of self; (2) family parents and relatives; (3) friends; (4) educators guidance counselors, teachers, and principal; and (5) others clergymen, state employment officers, and other'' adults. Respondents were asked to indicate the degree of influence that each significant other exercised on choice of high school curriculum and post-high school plans. Data indicated that students perceived teachers, guidance counselors, and school principals as having less impact on curriculum and post-high school plans than parents and friends. Family influences were the most salient. Status differences among farm youth did not explain most of the variation in the relatively small influence of school personnel on curriculum choice and future plans. Variations were only weakly predicted by ability. However, some variation by status did appear for specific post-high school activities. Farm youth of higher status backgrounds were more highly encouraged to continue college studies while those of lower status were more highly encouraged to take vocational/technical courses. (Author/CM)

ED 211 293 RC 013 099

Read, Esther Bonilla

Juanito.

Pub Date-80

Note-36p.; Paper copy not available due to publisher's preference. Pictures may not reproduce clearly due to use of color.

Available from-Cerca Del Mar Publishing House, Box 3021, Corpus Christi, TX 78404 ($1.75 $.50 postage/5 books).

Language-Spanish

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Childrens Literature, Elementary Education, *Ethical Instruction, Instructional Materials, *Mexican American Education, Moral Values, *Reading Materials, *Spanish Speaking

One of a series of books written in Spanish about Spanish speaking children, this is the rhyming story of a little boy whose classmates do not want to associate with him because he has no respect for their personal property. When he realizes his mistake, he makes many friends. Colored pictures illustrate the story. (CM)

ED 211 294 RC 013 100

McAlpine, Dave

The Occurrence of Beliefs and Legends in Selected Chicano Literature from 1959-1979.

Pub Date-81
Note-26p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beliefs, Cultural Background, *Folk Culture, *Hispanic American Culture, *Legends, *Mexican American Literature, *Mexican Americans, Textbook Content
Identifiers-*Chicano Literature, Curanderismo, Witchcraft

Six Chicano anthologies, five novels, and one poem written between 1959 and 1979, selected for their usefulness as texts for a Chicano literature course, were investigated for occurrence of folk beliefs and legends. The 1959 novel Pocho'' contained one reference to a belief. In the 1967 poem I Am Joaquin'' were references which suggested the influence of legend. Two folk beliefs appeared in the novel Chicano'' (1970). One selection in the anthology The Chicanos'' (1971) featured four folk beliefs. The 1972 novel Bless Me, Ultima'' presented the reader with the greatest number and most skillful use of folkloric motifs, as well as witchcraft, curses and a legend from the Indian heritage of New Mexico. The anthology Aztlan'' (1972) contained references to legends about Joaquin Murrieta and la Llorona, a ghost. Another anthology, Mexican-American Authors'' (1972), contained only two examples of legends. Two legends appeared in another anthology, Songs & Dreams'' (1972). Three beliefs and legends were found in Yearnings,'' a companion anthology. Some excellent beliefs and legends appeared in the anthology We Are Chicanos'' (1973). The novel Heart of Aztlan'' (1976) was an excellent source of New Mexican folklore. The novel Tortuga'' (1979) contained several beliefs and mentioned la Llorona. (Author/CM)

ED 211 295 RC 013 101

Christner, Catherine A. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 81.09.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-52p.; For a related document, see ED 196 604. Paper copy not available due to small print size.
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancillary School Services, *Data Collection, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Aid, *Information Dissemination, Information Sources, *Migrant Education, Migrant Health Services, Needs Assessment, Parent Participation, Preschool Education, Program Design, Program Effectiveness, *Program Evaluation, Public Schools
Identifiers-Austin Independent School District TX, *ESEA Title I Migrant Programs, Migrant Student Record Transfer System

Evaluation of the 1981-82 Title I Migrant Program in the Austin, Texas Independent School District involved production of a Final Report and a Technical Report which present information relevant to the decision questions; production of an Annual Evaluation Report for the Texas Education Association which documents the extent to which program objectives have been achieved; and dissemination of evaluation information to district personnel throughout the year by means of brochures, memos, and meetings. The evaluation design, contained in this document, is a 1-year plan of evaluation work for the project. Chapter I presents names of persons who have been provided portions of the design for review and comment. Chapter II describes the project and related evaluation activities. Chapter III states all the decision questions and relates them to the evaluation questions and objectives and to their data sources. Chapter IV specifies information needs not included in the previous section. Chapter V specifies the medium for information dissemination, date of distribution, and persons receiving the information. Chapter VI lists each information source, population from which obtained, date of collection, and analysis techniques. Chapter VII is a timeline for data collection. Chapter VIII summarizes all evaluation work estimates by position for each aspect. (CM)

ED 211 296 RC 013 102

Doss, David A. And Others

Evaluation Design: ESAA/District Priorities Systemwide Desegregation. Publication No. 81.23.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-81

Note-36p.; Paper copy not available due to small print size.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Blacks, *Data Collection, *Desegregation Methods, Educational Legislation, Elementary Secondary Education, *Evaluation Methods, *Information Dissemination, Information Sources, Mexican Americans, Minority Groups, Program Design, Program Effectiveness, *Program Evaluation, Public Schools, *Racially Balanced Schools, School Desegregation

Identifiers-*Austin Independent School District TX

The second-year (1980-81) evaluation of the Austin Independent School District's court-mandated comprehensive desegregation remedy affecting Black and Mexican American students, focuses on broad questions relevant to the systemwide impact of the desegregation order. Chapter I presents names of persons who have been provided portions of the design for review and comment. Chapter II describes the program and related evaluation activities. Chapter III states all the decision questions and relates them to the evaluation questions and objectives and to their data sources. Chapter IV states that desegregation-related information needs cannot be anticipated at this time. Chapter V specifies the means of information dissemination, date of distribution, and persons receiving the information. Chapter VI lists each information source, population from which obtained, date of collection, and analysis techniques. Chapter VII is a timeline for data collection. Chapter VIII summarizes evaluation work estimates by position for each aspect of the evaluation. (CM)

ED 211 297 RC 013 103

Matter, Kevin And Others

Evaluation Design: Low Socioeconomic Status and Minority Student Achievement, 1981-82. Publication No. 81.16.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Oct 81
Note-20p.; Paper copy not available due to small print size.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Blacks, *Data Collection, Dropouts, *Economically Disadvantaged, Elementary Secondary Education, *Evaluation Methods, Federal Programs, Information Sources, Low Income Groups, Mexican Americans, Migrant Education, *Minority Groups, Program Design, Program Effectiveness, *Program Evaluation, Public Schools
Identifiers-*Austin Independent School District TX

The Low Socioeconomic Status and Minority Student Achievement Study is designed to investigate the overall impact of the Austin Independent School District's programs on low socioeconomic status (SES) and minority students' achievement and school leaver rates. This evaluation is designed to monitor low SES and minority student achievement on districtwide achievement tests, minority student participation in tests for college-bound high school juniors and seniors, and minority student school leaver rates. Chapter I presents names of persons who have been provided portions of the design for review and comment. Chapter II describes the program and related evaluation activities. Chapter III states all the decision questions addressed and relates them to the evaluation questions and objectives and to their data sources. Chapter V specifies the means of information dissemination, date of distribution, and persons receiving the information. Chapter VI lists each information source, population from which obtained, date of collection, and analysis techniques. Chapter VII is a timeline for data collection. Chapter VIII summarizes evaluation work estimates by position for each aspect of the evaluation. (CM)

ED 211 298 RC 013 104

Carsrud, Karen And Others

Evaluation Design: 1981-1982 Title I. Publication No. 81.29.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Education, Washington, D.C.
Pub Date-Oct 81
Note-42p.; Paper copy not available due to small print size.
Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Data Collection, *Economically Disadvantaged, *Educationally Disadvantaged, Elementary Education, *Evaluation Methods, Federal Programs, Information Sources, Low Income Groups, Minority Groups, Parent Participation, Preschool Education, Primary Education, Program Design, Program Effectiveness, *Program Evaluation, Public Schools, Reading Improvement

Identifiers-*Austin Independent School District TX, *Elementary Secondary Education Act Title I

The evaluation design for Austin Independent School District's Elementary Secondary Education Act Title I project for 1981-82 is a 1-year plan of evaluation work which provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used. The major foci of the Title I evaluation component for 1981-82 will be effectiveness of: pre-kindergarten and kindergarten instruction; the Title I Reading Improvement Program (TRIP); the Parental Involvement Component; the school-wide projects at Allison and Becker; and Rainbow Kits. Whenever possible, longitudinal examination or tracking of students in the program will be conducted. (Author)

ED 211 299 RC 013 105

Mangino, Evangelina And Others
Evaluation Design: 1981-82 State Compensatory Education. Publication No. 81.20.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date-Oct 81
Note-43p.; Paper copy not available due to small print size.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compensatory Education, *Data Collection, *Educationally Disadvantaged, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Information Sources, Low Income Groups, Mexican Americans, Minority Groups, Program Effectiveness, *Program Evaluation, Public Schools, Spanish Speaking, *State Programs, Student Evaluation
Identifiers-*Austin Independent School District TX

The evaluation of the 1981-82 State Compensatory Education (SCE) program, as implemented in the Austin Independent School District, will involve the following major activities: production of an Evaluation Design based on input received from key SCE personnel; production of a Final Report and a Technical Report which present information and documents relevant to the decision questions specified in the Evaluation Design; participation with other SCE staff in the preparation of an annual report to Texas Education Association (TEA) which will describe activities and cost of the 1981-82 SCE program; acting as a liaison with TEA staff regarding the testing of Austin Independent School District (AISD) third, fifth, and ninth graders and those students in tenth and eleventh grades who have not shown competency on the Texas Assessment of Basic Skills (TABS); and production of a Final Report and a Technical Report describing the TABS assessment project in AISD. These activities will require the collection of needs assessment, accountability, process, and outcome data. The evaluation design provides a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used. (Author/CM)

ED 211 300 RC 013 106

Threet, Steve, Comp. Hutinger, Patricia, Ed.

Interagency Coordination: A Necessity in Rural Programs. Making It Work in Rural Communities. A Rural Network Monograph.

Western Illinois Univ., Macomb. Coll. of Education.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Pub Date-Aug 81

Grant-G007801853

Note-60p.; The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing educational programs for young handicapped children in rural communities.

Available from-Rural Network, College of Education, Room 27, Horrabin Hall, Western Illinois University, Macomb, IL 61455 ($4.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agency Cooperation, Community Services, Cooperative Planning, Cooperative Programs, *Coordination, *Delivery Systems, *Disabilities, Early Childhood Education, Health Services, *Rural Areas, Rural Development, Rural Population, Special Education, *Young Children

A collection of six papers, this monograph illustrates how early childhood personnel can work together to eliminate overlap in services, keep communication open, and assist each other in providing appropriate, quality services to young handicapped children residing in rural areas. Mary T. Morse (Interagency Coordination: An Overview'') designates processes involved in developing specific work plans for agency cooperation. Doris I. Helge (Implications of National Research for Interagency Collaboration in Rural Early Childhood Handicapped Programs'') overviews what agencies are doing throughout the country to facilitate collaboration and outlines their concerns about what is lacking. Christine Bartlett and Sue Mackey (Interagency Troubleshooting: A Problematic Approach'') detail the need for service providers to be knowledgeable about agency workings at both local and state levels. James Fitch (The Personal Touch in Achieving Interagency Cooperation'') provides guidelines for establishing interagency cooperative efforts. Jamie Tucker and Mary Tom Riley (Laying the Groundwork How and Where to Begin'') describes Project Family Link, a home-based program in west Texas. Harris Gabel (Inservice Training as a Vehicle for Interagency Coordination in Rural Communities'') presents inservice training of personnel as utilized by the Family, Infant, and Toddler Project in middle Tennessee as yet another way to facilitate interagency coordination. (NEC)

Black, Talbot, Ed. Hutinger, Patricia, Ed.

Cost Effective Delivery Strategies in Rural Areas: Programs for Young Handicapped Children. Vol. I. Making It Work in Rural Communities. A Rural Network Monograph.

Western Illinois Univ., Macomb. Coll. of Education.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-Sep 81
Grant-G007801853
Note-49p.; The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing educational programs for young handicapped children in rural communities.
Available from-Rural Network, College of Education, Room 27, Horrabin Hall, Western Illinois University, Macomb, IL 61455 ($4.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Cooperation, Community Services, Coordination, *Cost Effectiveness, *Delivery Systems, *Disabilities, Early Childhood Education, Health Services, Home Programs, Home Visits, Parent Participation, *Program Costs, Program Descriptions, *Rural Areas, Rural Development, Rural Population, Special Education, Staff Utilization, *Young Children
Identifiers-Early Lifestyle Program, Macomb 0 to 3 Regional Project IL, Multi Agency Project for Pre Schoolers, Project Sunrise

Using a common format outlining program settings, agencies, children/families served, staff, services, delivery strategies, and program costs, descriptions of four cost-effective rural service delivery programs for young handicapped children provide evidence that good rural programs are affordable. The Early Lifestyle Program at King's Daughters' School (Columbia, Tennessee) serves 12 birth to 4 year olds in a Home-based Infant Model focusing on parent training at a cost per child/per year of $1,642 and 16 moderately to severely mentally retarded children (ages 4 to 8) in 2 Preschool Model Classrooms emphasizing social and emotional skills at a cost per child/per year of $3,627. The Multi-Agency Project for Pre-Schoolers is a home- and community-based intervention program based in Logan, Utah with replication sites in Idaho, Nevada, Wyoming, Arizona, and New Mexico. Operating year round, the Macomb 0-3 Regional Project (Illinois) provides home visits, sharing centers, water activities, and parent study topics for children from birth to age 3 at a recurring cost per child/per year of $2,237. Operating from Eastern Montana College (Billings) at a projected cost per child/per year of $625, Project Sunrise offers diagnostic and screening services, home visits, community education, and child advocacy services. (NEC)

ED 211 302 RC 013 108

Black, Talbot And Others

Serving Young Handicapped Children in Rural America. Proceedings of the HCEEP Rural Workshop (Nashville, Tennessee, March 12-14, 1980). 1980 Series.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Report No.-TADS-4

Pub Date-80

Contract-300-77-0507

Note-112p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agency Cooperation, Community Services, Cooperative Programs, Coordination, Cost Effectiveness, *Delivery Systems, *Disabilities, Early Childhood Education, Family Involvement, *Financial Support, Health Services, Personnel, Questionnaires, Recruitment, *Rural Areas, Rural Development, Rural Population, *Special Education, Training Methods, Workshops, *Young Children

Identifiers-*Handicapped Childrens Early Education Program

Activities of the 104 participants at the first 3-day Rural Workshop of the Handicapped Childrens Early Education Program (HCEEP) Rural Consortium focused on identifying issues and needs of rural projects serving young handicapped children and their families. A pre-workshop survey identified topics and issues to be addressed and resource speakers, panel presenters, and materials. Keynote speaker Dr. Jerry Fletcher recommended political advocacy as an effective method for focusing attention on the need for early childhood special education in rural areas. Concurrent sessions offered a variety of topics including: successful practices in securing funding; stress on rural service providers; establishing community communication and awareness; securing funding for rural programs; assessing parent needs and planning intervention programs; influencing decision makers; cost-effective delivery strategies; recruiting staff for rural areas; interagency coordination; interagency troubleshooting; transportation problems.

Issues generated during the concurrent small group presentations fell into six categories: direct service delivery; interagency coordination; funding and policy decisions; training and staff-related concerns; parent/family involvement; and working in the rural community. Workshop evaluation results indicated purposes were met. Appended are: Rural Workshop Interest Survey, Rural Workshop Agenda, List of Participants, List of Congressional Rural Caucus, HCEEP Rural Resource Directory, and Rural Workshop Evaluation Questionnaire. (NEC)

ED 211 303 RC 013 109

Casto, Glendon And Others

Training, Recruiting, and Retaining Personnel in Rural Areas. Making It Work in Rural Communities. A Rural Network Monograph.

Western Illinois Univ., Macomb. Coll. of Education.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-Aug 81
Grant-G007801853
Note-53p.; The Handicapped Children's Early Education Program (HCEEP) Rural Network is an association of professionals representing educational programs for young handicapped children in rural communities.
Available from-Rural Network, College of Education, Room 27, Horrabin Hall, Western Illinois University, Macomb, IL 61455 ($4.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Services, Delivery Systems, *Disabilities, Early Childhood Education, Health Services, Job Training, Labor Turnover, Personnel, *Recruitment, *Rural Areas, Rural Development, Rural Population, *Special Education Teachers, Teacher Education, *Training Methods, Volunteer Training, *Young Children

Part of a series of Rural Network monographs concerning rural service delivery to young handicapped children and their families, this collection of four papers identifies problems inherent in finding appropriate personnel to work in rural areas, suggests strategies for retaining staff, and describes three distinctly different training programs illustrating solutions to the problems. The three programs apply to different target audiences, providing a comprehensive picture of ways to better achieve quality personnel to serve the handicapped. The programs described are: the Western Illinois University 0-6 Early Childhood Education Personnel Preparation Project; the Family, Infant and Toddler Project at Vanderbilt University, Nashville, Tennessee; DEBT (Developmental Education Birth to Two) Outreach Training Staff (D.O.T.S.) Program. The papers included are: Recruitment and Retention of Personnel in Rural Areas'' (Castro), Approach for Training Early Childhood Teachers: WIU 0-6 Early Childhood Handicapped Personnel Training Project'' (Hutinger), An Inservice Training Program for Rural Area Professionals Concerned with Early Childhood Special Education'' (Davis and Porter), and Training Rural Volunteers to Deliver Services to Handicapped Infants: The D.O.T.S. Approach'' (Galey, Garner, Pillans, and Solomon). (NEC)

ED 211 304 RC 013 112

McConnell, Beverly

Individualized Bilingual Instruction. Final Evaluation: 1977-78 Program Year. No. 13 in Series.

Sunnyside School District 201, Wash.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-Jan 79

Note-107p.; For related documents, see ED 152 465-466, ED 157 642 and RC 013 113. Previous program title: Training Migrant Paraprofessionals in Bilingual Mini Head Start.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, *Bilingual Education, Community Involvement, Early Childhood Education, Elementary Education, Inservice Teacher Education, *Interstate Programs, Migrant Children, *Migrant Education, *Mobile Educational Services, Paraprofessional School Personnel, Parent Participation, Program Effectiveness, *Program Evaluation, Spanish Speaking, Test Results, Validated Programs

Identifiers-Bilingual Programs, *Individualized Bilingual Instruction Program, National Diffusion Network Programs, Texas (La Grulla), Washington

The 1977-78 evaluation report of an interstate bilingual early education program for migrant children from age 3 through third grade which operates two permanent sites in Washington and one site in Texas, presents the program's progress in each of five components: instruction, staff development, parent and community involvement, materials development, and management. The report discusses the Texas site at La Grulla which operates a mobile component in which the teachers and administrative and training staff relocate to northern work sites, providing continuing services to children who move from Texas in the migrant stream. The goal, need, teaching process or involvement approach, and results for each component are given, along with a summary of findings. The preface is a paper presented at the February 1979 Southwest Educational Research Association meeting, in which the successful findings of this evaluation are shown to be sharply at variance with those in the American Institute for Research report on the impact of Title VII bilingual programs. Appendices include information on testing procedures and data collection, statistical data on the analysis of test scores in the instructional component, and technical report on the Mini Head Start Test of Cultural Concepts. (NEC)

ED 211 305 RC 013 113

McConnell, Beverly

Individualized Bilingual Instruction. Final Evaluation: 1978-79 Program Year. No. 15 in Series.

Sunnyside School District 201, Wash.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-Jan 80

Note-103p.; For related documents, see ED 152 465-466, ED 157 642 and RC 013 112. Previous program title: Training Migrant Paraprofessionals in Bilingual Mini Head Start. Contains some light print.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, *Bilingual Education, Community Involvement, Early Childhood Education, Elementary Education, Inservice Teacher Education, *Interstate Programs, Migrant Children, *Migrant Education, *Mobile Educational Services, Paraprofessional School Personnel, Parent Participation, Program Effectiveness, *Program Evaluation, Spanish Speaking, Test Results, Validated Programs

Identifiers-Bilingual Programs, *Individualized Bilingual Instruction Program, National Diffusion Network Programs, Texas (La Grulla), Washington

The 1978-79 evaluation report of an interstate bilingual early education program for migrant children from age 3 through third grade which operates year-round sites at Connell and Moses Lake, Washington and at La Grulla, Texas, presents a narrative program description and the progress made in each of five components: instruction, training, community and parent involvement, materials development, and management. The report discusses the mobile component of the Texas side which operates from April through October in temporary locations as the children move to northern work sites in the migrant stream; curriculum materials have been adapted which can be used effectively by bilingual migrant adults with limited academic background and no previous teaching experience. The goal, need, teaching process or involvement approach, and results for each component are given, along with a summary of findings. The report indicates that overall the program has met or partially met its objective in each component. Appendices include information on the testing procedures and data collection, statistical data on the analysis of test scores in the instructional component, and a technical report of the Bilingual Mini Head Start Test of Cultural Concepts. (NEC)

Smith, Leslie Whitener Coltrane, Robert
Hired Farmworkers: Background and Trends for the Eighties. Rural Development Research Report Number 32.
Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Pub Date-Sep 81
Note-37p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Laborers, *Compensation (Remuneration), Employer Employee Relationship, Employment Patterns, Employment Practices, Employment Programs, Employment Statistics, Family Characteristics, Farmers, Federal Programs, *Futures (of Society), Hispanic Americans, Labor Legislation, Labor Problems, *Migrant Workers, *Participant Characteristics, Seasonal Employment, State Surveys, Technological Advancement, *Trend Analysis

Farmers and their families continue to provide the largest proportion of agricultural labor, but hired farmworkers are increasingly supplying a greater part of farm employment. This trend is expected to continue in the eighties with the hired labor proportion gradually increasing. Better information, including crucial individual state data on numbers of farmworkers, duration of employment, and key characteristics of workers, will be needed to assess current policies and legislation. The most significant hired farm labor issues of the eighties will be: improved employee benefits and workplace protections, such as farm safety regulations, workers' compensation, social security and unemployment insurance; stability of employment and income for hired farmworkers, possibly through agricultural worker placement programs; programs to show farm employers how to use hiring and personnel management techniques to improve labor-management relations and increase production efficiency; and the impact of technology on hired farmworkers. Currently, minority hired farmworkers, especially Hispanics, are more dependent on farmwork for income than other hired laborers in the agricultural sector. Less education and fewer marketable skills, combined with larger families, have aggravated minority farmworkers' social and economic problems. (Author)

Hansen, William E. Resendez, Ignacio V.
Operations Handbook for Migrant Student Dental Services.
Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.
Spons Agency-Bureau of Elementary and Secondary Education (ED), Washington, D.C.

Pub Date-Apr 81
Note-21p.
Available from-Migrant Education Center, M.S.R.T.S. & Health Section, Migrant Education Office (Migrant Student Records Transfer System), 1110 B South Sixth Street, Sunnyside, WA 98944 ($4.50).
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College School Cooperation, *Cooperative Programs, Data Collection, Dental Clinics, Dental Evaluation, Dental Hygienists, *Dental Schools, Elementary Secondary Education, Higher Education, Medical Case Histories, Medical Evaluation, *Migrant Children, *Migrant Health Services, Migrant Programs, Models, *Pilot Projects, Program Design, Program Implementation, Rural Areas, State Programs
Identifiers-Dental Students, ESEA Title I Migrant Programs, Migrant Student Record Transfer System, *Washington

Migrant Education and the Superintendent of Public Instruction in the state of Washington have brought several agencies together to provide low cost dental services to migrant children. The program, initiated in 1980 and serving 138 children that year, has focused on the provision of preventative and emergency services. Migrant Education has worked with the Yakima Valley College Dental Hygiene Program and the University of Washington Dental School to initiate a joint effort so the staff and facilities of those two schools are available for migrant children. Yakima Valley College contracts to take the migrant children for examinations, prophylaxis, fluoride, cleaning, and minor restorative work throughout the school year. University of Washington dental stuents perform more complete restorative dentistry. Where ongoing restorative work is required, the children are referred to local dentists or to health clinics. The program descriptions, forms, and processes described in this manual are an outcome of the pilot effort. The manual includes the priorities established for dental services to migrant children, the definitions of dental services, the descriptions of the two pilot programs, and the procedures and related forms developed for the pilot program. (Author/CM)

ED 211 308 RC 013 117

Demonstration Programs for School Improvement Texas Education Agency, Austin.

Pub Date-81

Note-92p.

Available from-Publications Distribution Office, Texas Education Agency, 201 E. 11th St., Austin, TX 78701 (TEA-GE191506, $2.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academically Gifted, Career Education, Community Education, *Curriculum Development, Disabilities, Early Childhood Education, Educational Counseling, *Educational Improvement, Elementary Secondary Education, English Curriculum, Environmental Education, Health Education, *Information Networks, Language Arts, Learning Resources Centers, Mathematics, Migrant Education, Parenthood Education, Reading Programs, Science Curriculum, Second Language Programs, Social Sciences, Staff Development, Study Skills, *Validated Programs, Vocational Education

Identifiers-*Demonstration Programs School Improve Network TX, National Diffusion Network, *Texas

Presented by the Texas Education Agency, this guide describes 75 validated programs approved for replication by the Demonstration Programs for School Improvement (DPSI) statewide steering committee for 1981-83. Administered by the Division of Dissemination, the network enables public and private school educators to visit, study, and adopt proven programs to meet specific local needs. Following guidelines on how to become a DPSI program and how to adopt a program, a note on adoption costs, and a list of regional facilitators, the manual describes each program as to program focus, target population, objectives, activities, developmental funding, superintendent, and program contact person. Programs described are in the following general areas: career/community/vocational; early childhood/parent readiness/special education; environmental education/science/social science; learning resource centers/school communication; National Diffusion Network Programs developed in Texas; organization arrangements/staff development; language arts/mathematics/reading; special interests: alternative/arts/gifted and talented; and special interests: guidance/health/second languages/study skills. (Author/CM)

ED 211 309 RC 013 118

Lev, Peter

American Indian World View and the Outward Bound Concept: A Comparison.

Pub Date-18 Apr 68

Note-31p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adventure Education, *American Indian Culture, American Indians, Comparative Analysis, *Course Content, *Cultural Activities, *Educational Objectives, Outdoor Education, Secondary Education, Self Actualization, Tribes, Values

Identifiers-*Outward Bound

To establish a philosophical meeting ground between Indians and white men, this document compares the Indian world view with the concept of Outward Bound. Part 1 points out the similarity between the Indian world view and the thinking behind the white man's interest in wilderness experience as a character builder, and compares the Outward Bound concept with the Indian world view. Part 2 describes North American Indian ceremonial observances and the universal Indian practice of the vision quest, a vigil in which the individual could go alone with few essentials to a mountain top or isolated place for several days of lamenting.'' There is also a discussion of the social patterns of various tribes and the cultural difficulties Indians encounter in adapting to various aspects of American Life. Part 3 connects the thinking of early airplane pilots and mountaineers with the philosophy of Outward Bound. Following a description of the content of Outward bound programs, similarities between Outward Bound activities and Indian habits and rationale are discussed. A comparison is made between Outward Bound's Solo'' experience and the Indian ritual of the vision quest. (CM)

ED 211 310 RC 013 119

Underwood, Shirley C.

Appalachian Folktales: A Unit of Study.

Berea Coll., Ky.
Pub Date-76
Note-24p.; Prepared through the Appalachian Center.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Awareness, Cultural Education, Curriculum Development, *English Curriculum, *Folk Culture, Grade 10, Information Sources, Instructional Materials, Learning Activities, Literary Genres, *Oral Interpretation, Reading Skills, Secondary Education, Speech Skills, *Story Telling, Student Evaluation, Teaching Methods, Writing Skills
Identifiers-*Appalachia, *Folktales, Oral Tradition, Tennessee

Designed to develop an appreciation of folktales as a literary type and a love for the oral tradition, this unit on the telling of folktales from the oral tradition, with an emphasis on Appalachian tales, can be adapted for use as an introduction to the study of the short story; to begin a study of regional writers or regional literature; to de-formalize public speaking units or classes; or as the motivational tool to encourage students to explore their own culture. Intended for use by the classroom teacher, this guide lists the objectives of the unit and the language arts skills to be acquired through its use. There is a list of preparations the teacher should make before beginning the unit. Following a brief discussion of literary, popular, and oral traditions is a list of collections of American and Appalachian folk tales to be used by both teachers and students throughout the unit. The unit also includes profiles of regional folktale collectors in Knox County, Tennessee; films and records to be used; names of resource persons; student activities; and two sample assignments. The unit concludes with suggested methods of student evaluation. (CM)

ED 211 311 RC 013 120

Frame, Laurence

SOCMATICAS Teacher's Guide.

Pub Date-80

Note-52p.; Paper copy not available due to publisher's preference. For a related document, see RC 013 121.

Available from-Sports Curriculum, 841 N. Monroe St., San Jose, CA 95128 ($5.00).

Language-English; Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Athletics, *Behavioral Objectives, *Bilingual Education, Cross Cultural Training, Educational Media, Elementary Secondary Education, *English (Second Language), Experiential Learning, Geography, History, *Interdisciplinary Approach, Learning Activities, Mathematics, *Multicultural Education, Reading, *Soccer, Social Studies, Spanish Speaking

Identifiers-Bilingual Materials, *Socmaticas

Instructions for use of Socmaticas, a bilingual (Spanish-English), multicultural, multidisciplinary sports learning program are given in this teacher's guide. The program is based on the use of World Soccer team rosters (which include lists of players' names, ages, heights, weights, etc.) to teach English as a second language or Spanish. Students select favorite teams and use team roster data to complete over 300 learning activities in the subject areas of English/Spanish, mathematics, reading, social studies, history, and geography. The activities range from elementary to secondary levels and can be used in group or individual settings to develop cultural awareness and a positive self image. With complete Spanish and English texts, the teacher guide includes: teacher, teacher aide, and student objectives; North American Soccer League team addresses; sample letters that can be used to solicit free soccer team materials; directions for use of the learning activities; student and teacher program evaluation forms; and a skill index. (NEC)

Frame, Laurence
SOCMATICAS Student Workbook.
Pub Date-80
Note-89p.; Paper copy not available due to publisher's choice. For a related document, see RC 013 120.
Available from-Sports Curriculum, 841 N. Monroe St., San Jose, CA 95128 (1-9 copies, $15.00 ea., 10-19 copies, $13.00 ea., 20 or more, $12.00 ea.).

Language-English; Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletics, *Bilingual Education, Cross Cultural Training, Elementary Secondary Education, *English (Second Language), Experiential Learning, Geography, History, *Interdisciplinary Approach, *Learning Activities, Mathematics, *Multicultural Education, Reading, *Soccer, Social Studies, Spanish Speaking, Worksheets
Identifiers-Bilingual Materials, *Socmaticas

The student workbook for Socmaticas includes 271 activities which require students to utilize data from soccer team rosters to complete this bilingual, multicultural, multidisciplinary, learning program ranging from elementary to secondary levels. Encompassing the subject areas of English/Spanish, mathematics, reading, social studies, history, and geography, the specific tasks enable students to develop a positive self image, record their work progress, learn basic computational skills, make and utilize charts and graphs, integrate data, improve visual perception skills, write and interpret birth dates, read schedules, improve penmanship skills, develop creative writing skills, develop research skills, learn a second language and culture, and appreciate being bilingual/bicultural. Activities include ordering numbers, writing Spanish surnames, linear measurements, writing number words and dates, celebrating fiestas, drawing team emblems and uniforms, values clarification, alphabetizing, weight problems, cultural customs practiced, map work, accounting, money exchange, food menus, cultural traditions and history, height problems, and translating. (NEC)

ED 211 313 RC 013 122

Thaxton, Louis C. Tuthill, Dean F.

Citizens Education Project Report. No. 1, UMES-CRD.

Maryland Univ., College Park, Cooperative Extension Service.; Maryland Univ.-Eastern Shore., Princess Anne. Cooperative Extension Service.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-Jan 78
Note-64p.; Not available in paper copy due to poor print quality.
Available from-Maryland Cooperative Extension Service, UMCP & UMES, University of Maryland Eastern Shore, Princess Anne, MD 21853.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Blacks, *Citizen Participation, *Community Surveys, Data Collection, Employment Opportunities, *Employment Patterns, *Extension Agents, Job Skills, Job Training, *Occupational Surveys, Paraprofessional Personnel, Pilot Projects, Population Distribution, *Problem Solving, Racial Composition, Secondary Education, Underemployment, Unemployment, Vocational Education, Whites
Identifiers-*Citizens Education Project MD, Maryland

As one of a number of pilot projects to test the concept of using community and resource development Extension agents and paraprofessionals to help citizens and public officials interact and deal with controversial issues confronting their communities, the Citizens Education Project worked with citizens in selected communities of the five counties on the lower Eastern Shore of Maryland in gathering information relative to the rate of unemployment and underemployment in those communities. Data were collected from three field surveys made in the five counties. Two of the surveys described the employment-unemployment picture in those communities and included information on training and skills, both possessed and desired. The third survey determined the composition of the existing labor force, of industries in the area, and of the opportunities for jobs and training provided by those firms. Data indicated that a large percentage of the unemployed were 25 years of age or less. That group and the early thirties age group were willing to undergo occupational training for job entry or occupational upgrading. It was recommended that the Maryland Cooperative Extension Service work with community groups to develop a career development continuum and to improve community quality of life. (Author/CM)

Richburg, Robert W. Edelen, Robert W.
An Evaluation of the Four-Day School Week in Colorado. The Final Report.
Colorado State Univ., Ft. Collins. Dept. of Education.
Spons Agency-Colorado State Dept. of Education, Denver. Office of Field Services.
Pub Date-30 Jun 81
Note-90p.; Paper copy not available due to publisher's preference.
Available from-Office for Rural Education, 300 Education Bldg., Colorado State Univ., Ft. Collins, CO 80523 (1-5 copies, $10.95 ea., 10 or more, $10.00 ea.).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Average Daily Attendance, *Cost Effectiveness, Data Collection, Educational Legislation, Elementary Secondary Education, Energy Conservation, *Extended School Day, Parent Attitudes, *Program Attitudes, *Program Evaluation, Questionnaires, Rural Areas, School Schedules, Small Schools, State Legislation, Student Attitudes, Teacher Attitudes
Identifiers-*Colorado, *Four Day School Week

In 1980, the Colorado State Legislature passed legislation which enabled 12 southeastern Colorado school districts with enrollments from 30 to 330 to experiment with a 4-day school week as an alternative to reducing programs. Each district was allowed to determine which weekday its schools would not be in session, length of the school day, and actual number of days in the school year. To evaluate the program questionnaires were sent to students in grades 4-8 and grades 9-12, to all parents of school-age children, and to all certified and non-certified staff. Findings indicated that, although the districts implemented the 4-day schedule with many variations and different objectives, all districts demonstrated the potential of the schedule to save energy and transportation costs and to reduce student and teacher absenteeism. Achievement levels for students were comparable to their performance before going to the innovative schedule. Parents, teachers, and students all favored the 4-day week over the 5-day week by a wide margin. Strategic considerations (increased energy saving versus convenient extracurricular activity scheduling) surrounded the decision to take Monday or Friday off. The districts achieved notable cost savings in gasoline consumption and maintenance costs for buses, electrical consumption, and substitute teacher costs. (Author/CM)

ED 211 315 RC 013 124

Taylor, Y. A., Comp.

North Carolina Migrant Education 1981 State Evaluation Report.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Migrant Education.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date-Nov 81
Note-96p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agency Cooperation, Annual Reports, Community Involvement, *Cooperative Planning, Elementary Secondary Education, Enrollment, *Inservice Teacher Education, *Migrant Education, Migrant Programs, Objectives, *Program Effectiveness, *Program Evaluation, State Programs, Summer Programs, Testing Programs
Identifiers-ESEA Title I Migrant Programs, Migrant Student Record Transfer System, *North Carolina

In 1981 North Carolina's Migrant Education Program adequately met legislative requirements and national program objectives while initiating 11 new projects. More that $7 million was expended on 72 school year projects with total enrollments of 15,682 migrant children and 34 summer programs with total enrollments of 4,854. Program continuity was implemented through various strategies, including efforts to coordinate the North Carolina program with those in other states. Each project used teachers or paraprofessionals for supplementary individual or small group instruction in areas of deficiency. The fifteenth annual migrant education program evaluation report summarizes information regarding: current evaluation procedures, interagency cooperation, national program goals, state objectives, priorities of the state program, classification of migrants, identification and recruitment, program development, state program management, new projects, staff development, state program emphasis, children served, grade placement, instructional activities, coordination with other school programs and programs of other agencies, supporting services, staff utilization, community involvement, interstate planning, program strategies and attainment of state objectives, local project objectives, dissemination, annual statewide testing program, program focus, testing results, exemplary program components, recommendations, and state and local education agency program management. Tabular data are appended. (NEC)

ED 211 316 RC 013 125

Utah Migrant Education. Annual Evaluation Report, FY 1981.
Utah State Dept. of Public Instruction, Salt Lake City.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-73p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agency Cooperation, Annual Reports, Community Involvement, Cooperative Planning, Elementary Secondary Education, Enrollment, *Inservice Teacher Education, *Migrant Education, Migrant Programs, *Parent Participation, *Program Effectiveness, *Program Evaluation, Questionnaires, Screening Tests, *State Programs, Testing Programs
Identifiers-ESEA Title I Migrant Programs, *Utah

Providing continuity in education and the opportunity to study in an environment conducive to learning was the first priority of Utah's Migrant Education program during fiscal year 1981. Operating in 10 districts, 29 teachers and 27 aides (almost all bilingual) served 547 children, kindergarten through grade 12, with 86% being elementary students. Children served were 83.4% Hispanic, 9% American Indian, 7.3% Asian, and .3% Anglo. Critical components present in each project were reading, mathematics, language development, physical and recreational education, and career, cultural, and vocational awareness. Twenty percent of the migrant students were involved in direct vocational learning consisting of welding, sewing, and auto mechanics classes. All grades K-10, except grades 2, 6 and 8, were successful in obtaining a 2-month average gain in reading, math, and spelling. Nine health screening clinics examined 320 migrant students and identified those requiring follow-up physical, audio, eye, and dental services. More than 300 students were served daily breakfasts, lunches, and snacks through federal food programs. Parents were involved in the 1981 program through state or local parent advisory council participation, classroom visits, field trip supervision, teacher conferences, school social function attendance, aide or volunteer service, or recruiting efforts. (NEC)

ED 211 317 RC 013 126

Clark, Carol A. M.

Children's Economic Activities and Primary School Attendance in Rural Guatemala.

Rand Corp., Santa Monica, Calif.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.; Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
Report No.-Rand-P-6603
Pub Date-Apr 81
Note-18p.; Paper copy not available due to publisher's choice. Paper presented at the Symposium on Multidisciplinary Applications of Time Budget Methodology for Developmental Research: An International Perspective'' at the Annual Meetings of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, *Attendance, *Child Labor, Child Responsibility, Child Role, Developing Nations, Economically Disadvantaged, Economic Development, Elementary Education, Family Structure, Foreign Countries, Males, Rural Education, *Rural Youth, *Student Motivation, *Working Hours, Youth Employment
Identifiers-*Guatemala, *Time Utilization

To investigate whether low school attendance rates in Guatemala (about 35% of primary school aged children do not attend) are due primarily to the need for children in low income families to contribute to family income or child care and other housekeeping tasks, time use data were collected in 4 rural villages from mothers of 369 children, aged 7-14. Participant families had an average 1975 per capita income of $91 and lived in 1- or 2-room houses with mud floors in villages of 500-1,000 inhabitants, located between 2 and 4 hours by bus from Guatemala City; roughly 35% of household heads were able to read and write. Male school non-attenders worked more than school attenders, but one half of the 11-14 year old and one quarter of the 7-10 year old male school attenders worked between 1 and 6 hours; 13% of the non-attender 11-14 year old males reported doing no work and another 9% doing less than 3 hours; and about 22% of the non-attender girls did neither child care nor meal preparation, and little or no income-earning or housekeeping work. However, analyses did not clarify cause and effect: whether a child is not in school because he has to work or whether he is working because he is not in school. Suggested policy interventions would reduce work constraints and increase motivation to send children to school. (NEC)

ED 211 318 RC 013 127

Iowa Annual Evaluation Report for Migrant Programs. Fiscal Year 1981.
Iowa State Dept. of Public Instruction, Des Moines.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C.
Pub Date-81
Note-15p.; For a related document, see ED 197 923.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation, Annual Reports, Elementary Secondary Education, *Inservice Education, Mexican Americans, *Migrant Education, Migrant Health Services, Migrant Programs, Needs Assessment, *Parent Participation, *Program Effectiveness, *Program Evaluation, Screening Tests, Spanish Speaking, *State Programs, Student Recruitment, Summer Programs
Identifiers-ESEA Title I Migrant Programs, *Iowa

Six migrant educational programs were conducted in Iowa during fiscal year 1981. In the 4 programs held during the regular school year, 9 teachers and 3 aides (all bilingual) served an enrollment of 224 children, 186 of whom were Spanish dominate.'' During the 2 summer programs, 6 teachers and 6 aides (all bilingual) served 159 children, 95 of whom were Spanish dominate.'' Curriculum included English oral language development, reading, mathematics, and cultural development. Health, music, art, and field trips were added during the summer. Staff received inservice training in all programs. Supportive services included vision, audio, dental, and immunization screening, with treatment administered when indicated. Nutritional services were also provided. The Local Education Associations (LEAs) employed a variety of methods to recruit migrant children and to establish the educational needs of the children. An unduplicated count of 107 parents participated in some manner with the school in migrant programs. The LEAs reported: (1) good utilization of the Migrant Student Record System, especially the Skills List concepts; (2) use of numerous methods to disseminate information; (3) maintenance of contact between LEAs and the State Education Agency; and (4) successful achievement by age level of assimilation of educational components by the migrant children. (NEC)

ED 211 319 RC 013 161

Friedland, William H.

The End of Rural Society and the Future of Rural Sociology.

California Univ., Santa Cruz.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 81
Grant-OSS-78-24814
Note-32p.; Paper presented at the plenary session, Rural Sociology: A Look to the Future,'' Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agricultural Production, Agricultural Trends, *Agriculture, Capitalism, *Change Strategies, Futures (of Society), Land Grant Universities, *Long Range Planning, Professional Occupations, Research Needs, *Rural Environment, Rural Population, *Social Change, Social History, Sociology, Urban to Rural Migration
Identifiers-Agricultural Economics, Constituency Development, *Identity Crisis, Marxism, Populism, *Rural Sociology

Rural sociology confronts a continuing crisis of identity because of its failure to develop a sociology of agriculture. Historically, despite an initial focus on agriculture, rural sociology became deflected to the analysis of rurality. Recent emphasis of rural sociologists on the turnaround phenomenon is symptomatic, but fails to deal with the fact that such turnaround represents the penetration of previously rural space by urban-based economic functions. Rural sociology has increased its irrelevance by failing to locate itself appropriately in the productionist oriented land grant system. It could resolve its problems, as has agricultural economics, by providing ideological justification for productionism. It could also seek to develop a new constituency for its production. This would probably jeopardize its location in the land grant system, but probably represents the only way out of a closed and limited paradigm. Several new developments in the sociology of agriculture involving neopopulist and neomarxist paradigms hold promise for a revised rural sociology. (Author/BR)

ED 211 320 SE 035 425

Alternatives for Science Education: A Consultative Document.
Association for Science Education, Cambridge (England).
Report No.-ISBN-0-902-786-49-0
Pub Date-79
Note-61p.
Available from-The Association for Science Education, College Lane,
Hatfield, Herts, England AL10 9AA (write for correct price).
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Curriculum Development, Elementary School Science,
Elementary Secondary Education, *Foreign Countries, Higher Education,
*Models, Science Curriculum, *Science Education, Science Education

History, Secondary School Science, *State of the Art Reviews
Identifiers-England

Prepared by a small working party established under the auspices of the Education (Research) Committee of the Association for Science Education, this consultative document provides information for educational administrators and science teachers who are concerned with the place of science in education. Part one of the document reviews the educational, social, and theoretical background contributing to the present position of science education in British schools. Part two summarizes the present status of science education, discussing examinations, the science curriculum, and the implications and resources for the current science curriculum. Part three offers a range of possible curriculum models for the consideration of science teachers, advisors, and curriculum planners. Also considered are the aims of science education and the part education through science can play in general education. (CS)

ED 211 321 SE 035 788

Harker, Donald F., Jr. And Others
Our Natural Heritage: A Handbook for Teachers Kentucky State Dept. of Education, Frankfort.; Tennessee Valley Authority, Knoxville.
Pub Date-Sep 81
Note-187p.; Three activities removed due to copyright restrictions.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Educational Television, *Elementary School Science, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Intermediate Grades, Learning Activities, *Natural Resources, Outdoor Activities, Outdoor Education, Science Education, *State Programs
Identifiers-*Kentucky

Activities to help students in grades 4-6 learn about Kentucky's natural heritage are provided in three sections. Part I offers lesson plans to supplement Thunder At Middle Ground,'' a four-part childrens' television series which explores Kentucky's precious natural areas. The four programs focus on the five major natural systems in Kentucky, the deterioration of these systems, thoughtless human impact, and the improvement of environmental quality through individual action. For each program, the handbook provides an introductory quote, a program description, student objectives, and a series of activities. Each activity includes the objective, materials list, notes to teacher, worksheets for duplication, and suggestions for other activities. Part II contains activities to accompany a poster and descriptions of every species of plants and animals (36) on the poster. The final part presents outdoor activities related to soil, microhabitats, ponds, animal behavior, and maps and compass. Background information and resources are in appendices. (DC)

ED 211 322 SE 035 793

Duncan, Shelby T., Comp. Mahoney, James R., Comp.

Energy-Related Activities in Community, Junior, and Technical Colleges: A Directory.

American Association of Community and Junior Colleges, Washington, D.C. Energy Communications Center.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-May 81
Note-1,717p.; Contains occasional light and broken type.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF14/PC69 Plus Postage.
Descriptors-*College Science, *Community Education, *Energy, *Energy Conservation, Environmental Education, Higher Education, *Program Descriptions, Science Education, Technical Education, *Two Year Colleges
Identifiers-*Energy Education

An alphabetical list by state is presented of two-year colleges which offer some type of energy instruction in the form of courses, seminars, workshops, forums, information centers, and other educational resources and/or have implemented energy conservation strategies in an effort to reduce energy costs. Each of the 823 entries provide complete address information for the college, an indication of the program focus (facilities conservation, humanities, solar, environmental education, community service, and others), activity description, contact person, and reference source for the information listed. The introduction summarizes the work of the Energy Communications Center, the directory, and general information about the historical development and future projections for energy programs in two-year colleges. The appendices list, among other information, the colleges which have degree programs, certificate programs, research and demonstration projects, and information centers. (DC)

ED 211 323 SE 035 839

Schellenberg, John Patrick

A Comparative Study of Two Laboratory Approaches in a General Education College Physical Science Course.

Pub Date-Aug 80

Note-152p.; Ed.D. Dissertation, The Pennsylvania State University. Page 64 missing from document prior to its being shipped to EDRS for filming.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports

- Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Academic Achievement, *College Science, College Students, Higher Education, *Physics, Science Education, *Science Instruction, *Student Attitudes, *Teaching Methods

Identifiers-*Science Education Research

The purpose of this study was to determine the relative effectiveness of two laboratory approaches in a general education physical science course: (1) the experimental method called the contemporary topics, and (2) the control method called the standard topics. The criterion instruments were an investigator-constructed subject content test, the Science Process Inventory, Form D, and the Science Attitude Inventory. The subjects were 86 students enrolled in physics at Kutztown State College, 41 assigned to the control treatment standard topics approach, 45 to the experimental contemporary topics approach. A student perception questionnaire was applied to monitor whether treatments were applied as prescribed. Using analysis of covariance, it was found that at the .01 level for the three tests, there were no significant differences, but there was a significant difference in the results of the treatment monitoring questionnaire. Findings of this study implied that there was no difference in learning facts and principles of the subject content, but other criteria, such as cost and student or faculty interest, should be used to decide between the two approaches. (JN)

ED 211 324 SE 035 842

Kassel, Simon; Campbell, Cathleen

The Soviet Academy of Sciences and Technological Development.

Rand Corp., Santa Monica, Calif.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-ISBN-0-8330-0286-4; Rand/R-2533-ARPA
Pub Date-Dec 80
Contract-ARPA-MDA903-78-C-0189
Note-80p.; Not available in paper copy due to copyright restrictions.
Pub Type- Reports - General (140) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Science, Development, *Education Work Relationship, Engineering, Foreign Countries, Higher Education, Industry, *Organizations (Groups), Research, *Research and Development Centers, Research Utilization, Science Education, Sciences, *Scientific Research, Technical Assistance, *Technology, Technology Transfer
Identifiers-Research and Development, *Soviet Academy of Sciences, USSR

This report examines the impact of the Soviet Academy of Sciences on the development of technology in the Soviet Union, finding that the future of Soviet technology depends significantly on the Academy and that severe problems stemming from its nature and its relationship with Soviet industry encumber the Academy's ability to serve Soviet technology. Following an introduction, the report focuses on: (1) the network of Soviet research, development and innovation (RDI) performer institutions, including field limitations, jurisdictional division of research and development (R&D) institutions, and the functional types of R&D institutions; (2) the Academy of Sciences as an R&D performing institution; (3) technological support of the Academy of Sciences; (4) R&D sources of the Academy of Sciences, including fields and levels of R&D activity and relative importance of Academy institutes, and classification of R&D institutes of the Academy of Sciences system; and (5) a brief discussion of the conclusions. Institutes of the USSR Academy of Sciences and Republic Academies and a table indicating the distribution of scientific workers by republic and sector are included in the appendices. (Author/SK)

ED 211 325 SE 035 853

International Directory of Institutions Active in the Field of Environmental Education. Revised and Enlarged Edition, 1981.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.

Report No.-UNESCO-ED-81-WS-86

Pub Date-81

Note-309p.; Not available in paper copy due to copyright restrictions and due to marginal legibility throughout entire document.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Conservation Education, *Environmental Education, *Foreign Countries, Higher Education, *Institutions, *International Educational Exchange, *International Organizations, International Programs, *National Organizations, Organizations (Groups)

Presented is a listing of approximately 700 institutions from around the world that are active in the field of environmental education. Information about each institution is drawn from a computerized network developed by Unesco's International Programme in Environmental Education to encourage the worldwide pooling of experience and information regarding environmental education, with particular reference to curricula, equipment, methods, and personnel training. Arranged alphabetically by country and then by organization, each entry includes the name of the institution, address, geographical coverage, working language(s), type of institution, fields of interest, functions, target groups, services, and publications or materials provided. Institutions are also cross-indexed according to three of the above items: fields of interest, functions, and target groups. (Author/DC)

ED 211 326 SE 035 854

Trends in Science and Engineering Degrees, 1950 Through 1980. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-81-320
Pub Date-7 Oct 81
Note-5p.; Not available in paper copy due to marginal legibility of original document. Prepared in the Supply and Education Analysis Group.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Science, *Degrees (Academic), Demography, *Educational Trends, *Engineering, *Engineering Education, *Females, Higher Education, Science Education

Trends in science and engineering (S/E) bachelor's, master's, and doctoral degrees awarded from 1950 to 1970 are summarized in this report. Major findings demonstrate that: (1) the number of S/E degrees awarded annually is now below the levels reached in the early to mid-seventies and that this recent decline follows a long uptrend that began in the mid-fifties; (2) the S/E share of all degrees fell during the last decade in all degree levels and whereas S/E fields accounted for about 60% of all doctorates until 1969, they now account for only 50%; (3) women have earned an increasingly large share of S/E degrees at all levels since 1950; and (4) the trends in the number of degrees are affected by changes in the relevant populations (demographic factors) and also non-demographic factors. (Author/JN)

ED 211 327 SE 035 882

Switzer, Thomas Voss, Burton

Integrating the Teaching of Science and Social Studies.

Pub Date-81
Note-16p.; Contains occasional light and broken type.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Descriptions, Elementary School Science, Elementary Secondary Education, Integrated Curriculum, *Interdisciplinary Approach, *Program Descriptions, Science Course Improvement Projects, *Science Curriculum, Science Education, Scientific Literacy, Secondary School Science, *Social Studies, *Technology
Identifiers-*Science and Society, Technological Literacy

Examples of the interface of science and society are offered as several persuasive reasons for integrating science and social studies curriculum in elementary and secondary schools. These reasons include: (1) the search for new personal and societal values as a result of scientific and technological development in prolonging human life, in transportation, and in genetic engineering; (2) the crucial responsibility of citizen action in social policy decisions involving science and technology; and (3) teaching science and social studies within a framework which focuses on topic areas important in the present and future lives of our students, while at the same time providing them with skills and attitudes necessary for universal decision-making. Five curricula are reviewed which emphasize the integration of science and social studies topics including: (1) People and Technology; (2) Human Sciences Program; (3) NSTA Project on Energy Enriched Curriculum (PEEC); (4) Man Curriculum; and (5) Federation for Unified Science Education (FUSE). (Author/JN)

ED 211 328 SE 035 885

Bunder, Wolfgang Frey, Karl

Discipline-Related Curriculum Studies as Part of the Study Course for Science Teachers of Grades 5-13 at Universities in the Federal Republic of Germany: A Description of Organization and Curriculum - Situation in 1980. Fachdidaktik in mathematisch-naturwissenschaftlichen Hochschulstudien der Lehrer der Schuljahre 5 bis 13 in der Bundesrepublik Deutschland: Eine Beschreibung von Organisation und Curriculum. Stand 1980. IPN Report in Brief, 21.

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.

Pub Date-81

Note-101p.; Not available in paper copy due to small print throughout entire document which may not reproduce well.

Language-English; German

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Science, Elementary School Science, Higher Education, *Preservice Teacher Education, *Program Descriptions, Science Curriculum, *Science Education, *Science Teachers, Secondary School Science, Teacher Education

Presented is a description of the preservice teacher education program for science teachers of grades 5-13 in the Federal Republic of Germany. Information reported is focused on the science content portion of the preservice program rather than on the education courses and field experiences. (PB)

ED 211 329 SE 035 907

Kuntz, Robert J. And Others

Engineering Education and Licensing in California. A Report to the California Postsecondary Education Commission. Commission Report 81-19.

California State Postsecondary Education Commission, Sacramento.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Grant-NSF-SED-75-19328
Note-308p.; Contains occasional light and broken type.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Accreditation (Institutions), *Attitudes, *Certification, Continuing Education, *Curriculum Evaluation, *Engineering Education, Higher Education, Industry, Postsecondary Education, Qualifications, Science Education, State Licensing Boards, *Surveys

The National Science Foundation awarded a grant to the Commission on Postsecondary Education of California to examine the interrelationship between education, licensing, and engineering practice with the intent of identifying a mechanism for the continuous monitoring and evaluation of these processes. The study was conducted over a fourteen-month period and included an extensive review of several large engineering projects that had achieved public recognition. These projects were analyzed to identify the major elements or fields of understanding'' that become integral parts of the project and decision-making process. In light of the broad nature of engineering practice, the basic curricula in engineering education were evaluated, and the attitudes of students, faculty, and industry were surveyed. The history, nature, and present status of engineering registration were also reviewed. (Author/JN)

ED 211 330 SE 035 913

Wall, Janet

Compendium of Standardized Science Tests.

National Science Teachers Association, Washington, D.C.

Report No.-ISBN-0-87355-021-8

Pub Date-81

Note-69p.; Not available in paper copy due to copyright restrictions.

Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009 (Stock No. 471-14780; no price quoted).

Pub Type- Reference Materials - Directories/Catalogs (132) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Elementary School Science, Elementary Secondary Education, Indexes, Middle Schools, Resource Materials, Science Education, *Science Tests, *Secondary School Science, *Standardized Tests

Fifty standardized science tests are alphabetically listed under three major sections: (1) 23 elementary school science tests; (2) seven middle/junior high school science tests; and (3) secondary school science tests. The following information is provided for each test: test author(s), publisher, number of test forms, number of items on test, administration time, test purpose, content tested, available test scores for individual pupils and groups, target audience, copyright date, cost of specimen set, item type, norms, reliability, validity, types of reports available, and a description of other information. A listing of two science tests in braille, seven science tests in large type, eight item banks with science items (including name, contact person, and description), and addresses of test publishers are included. (SK)

ED 211 331 SE 035 930

Clements, M. A. Jones, P. L.

The Education of Atawe. Mathematics Education Centre Report No. 18.

Papua New Guinea Univ. of Technology, Lae.

Pub Date-Jun 81

Note-44p.; Contains occasional light and broken type and photographs which may not reproduce well.

Available from-The Director, Mathematics Education Centre, Papua New Guinea Univ. of Technology, P.O. Box 793, Lae, Morobe Province, Papua New Guinea (free).

Pub Type- Historical Materials (060) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Biographies, *Case Studies, Educational Research, *Individual Development, Individual Instruction, *Mathematics Education, Mathematics Instruction, Student Attitudes

Identifiers-*Mathematics Education Research

Described is the education of an individual who was born in a remote village in the Eastern Highlands of New Guinea. It tells how a young boy progressed from a village, where the language spoken did not have names for numbers, to the position of tutor in mathematics at a university. The story is felt to resemble many others in the rapidly developing country. The main source for the report is four tapes on which Atawe answered questions concerning his life. It is felt that many problems associated with the development of formal educational systems in developing countries become more clearly defined in light of biographical sketches such as the one provided by this document. The view is that everyone working in formal educational systems should be more concerned with the effects which an educational system has on individuals and traditional societies than with the contribution the system makes to a country's technological advancement. (MP)

ED 211 332 SE 035 934

McDermott, John J.

Guide for Science Laboratory Safety.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum
Services.

Pub Date-81
Note-76p.; Appendix marginally legible.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accident Prevention, *Biology, *Chemistry, Electricity, Laboratory Animals, *Laboratory Procedures, *Laboratory Safety, Lasers, Microbiology, Radiation Biology, Radioisotopes, Science Education, *Science Laboratories, Secondary Education, *Secondary School Science, Storage

General and specific safety procedures and recommendations for secondary school science laboratories are provided in this guide. Areas of concern include: (1) chemicals (storage, disposal, toxicity, unstable and incompatible chemicals); (2) microorganisms; (3) plants; (4) animals; (5) electricity; (6) lasers; (7) rockets; (8) eye safety and protective eye devices; (9) equipment producing ionizing radiation; and (10) radioisotopes. Pertinent Pennsylvania laws are cited for appropriate areas. An appendix contains various items pertaining to laboratory safety considerations including lists of non-recommended chemicals, carcinogens and their synonyms, lists of radioisotopes and their sources, and rules and regulations of the United States Nuclear Regulatory Commission. (JN)

ED 211 333 SE 035 936

Engineering Colleges Report 10% of Faculty Positions Vacant in Fall 1980. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-81-322

Pub Date-2 Nov 81

Note-5p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Science, Competitive Selection, *Demand Occupations, Doctoral Degrees, *Employment Opportunities, *Engineering Education, Faculty, *Faculty Recruitment, Foreign Workers, Higher Education, Labor Needs, School Business Relationship, Science Education

The results of a National Science Foundation survey of 181 engineering colleges are summarized in this report which focuses on the extent of and reasons for faculty vacancies and effects of staffing problems. Major findings indicate that: (1) most deans of engineering colleges believe that difficulties in filling faculty slots have impaired the quality of research and instructional programs at their institutions; (2) approximately 10% of the 16,200 full-time engineering faculty positions available in 1980/81 were not filled; (3) the percentage of positions that were unfilled varied by field with the highest vacancies in industrial engineering (13%) and computer science/computer engineering (16%) and lowest (4%) in aeronautical/astronautical engineering; (4) nearly 9 out of 10 institutions have difficulty in filling vacant positions; (5) teaching loads have been increased and courses eliminated to adjust for vacancies; (6) engineers from other countries have helped to fill the faculty shortage; and (7) decreased numbers of new doctoral engineers and industrial competition may account for the current shortage of engineering faculty. (JN)

ED 211 334 SE 035 944

Collins, John T. Sarrubbo, John N.

Assessment of Science Requirements for Technical and Engineering Programs at Westchester Community College, Valhalla, New York. Final Technical Report.

Westchester Community Coll., Valhalla, N.Y.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-78

Grant-NSF-SED-78-09671

Note-63p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Science, College Students, Community Colleges, *Engineering Technology, Postsecondary Education, *Program Evaluation, Surveys, *Technical Education, *Undergraduate Study

Identifiers-*Science Education Research

Experience at Westchester Community College has indicated that a significant percentage of students enrolled in the Engineering Technologies program, and almost all of those enrolled in the Engineering Science program, transferred to four-year institutions. Course work in higher level mathematics, as well as inorganic chemistry and modern physics, was needed by students who transferred. In order to develop a program to meet the overall needs of these students, an inventory of student trends was necessary. The inventory included three activities. A survey was conducted of second-year students currently enrolled in the Engineering Science and Engineering Technology programs. This survey yielded a base line, established the existing goals and areas of interest of the current student population. A survey of graduates of the Engineering Technology and Engineering Science programs from 1973 through 1978 was conducted to determine past trends with respect to each of these programs. This survey was compared with the survey of current students in order to determine the reliability of the survey and the significant variations between current and past students. A survey of the four-year engineering technical colleges which accept most of the graduates from Westchester Community College's programs was conducted. It provided information indicative of the overall preparedness and success of Westchester Community College students at these institutions. Results of these surveys are presented and discussed. (Author/RH)

ED 211 335 SE 035 945

Novick, Melvin R. And Others
Manual for the Computer-Assisted Data Analysis (CADA) Monitor (1980).
Iowa Univ., Iowa City.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80
Grant-NSF-SED-80-06357
Note-140p.; For related document, see SE 035 946.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Data Analysis, Decision Making, Higher Education, Instructional Materials, *Mathematics, *Statistics, Undergraduate Study
Identifiers-*Computer Assisted Data Analysis

The Computer-Assisted Data Analysis (CADA) Monitor is a conversational-language interactive computer software package intended for several audiences. It has three main functions: (1) to teach modern statistical methods to students with minimal mathematical backgrounds; (2) to provide educational administrators and others with easily used, yet sophisticated methods of exploring data sets, assessing utilities and prior probabilities, obtaining posterior probabilities, and combining these probabilities and utilities in order to produce coherent and effective decisions; and (3) to provide mathematically and statistically advanced persons with some powerful matrix tools useful in a wide variety of advanced applications. The system is accessible to students and educators who have no computer experience. The CADA leads a user through a statistical analysis on a step-by-step basis so that the user must do things correctly. A further innovation of CADA is the integrated tree-structure design of the system. Data are passed automatically from one module of an analysis to another. This manual discusses design concepts and capabilities of the Monitor as a data analysis system. (MP)

Novick, Melvin R. And Others

Display Book for the Computer-Assisted Data Analysis (CADA) Monitor (1980).

Iowa Univ., Iowa City.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80

Grant-NSF-SED-80-06357
Note-835p.; For related document, see SE 035 945. Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bayesian Statistics, *Computer Assisted Instruction, *Computer Programs, Data Analysis, Educational Assessment, *Evaluation Methods, Higher Education, Instructional Materials, Secondary Education, *Statistical Analysis, Statistics
Identifiers-*Computer Assisted Data Analysis

The Computer-Assisted Data Analysis (CADA) Monitor is a set of conversational-language interactive computer programs that permit relatively inexperienced persons to perform relatively complex statistical data analysis. The Monitor leads the user through an analysis on a step-by-step basis providing the necessary direction, information, and computation at each stage of the analysis. Work completed under the current project has provided for enhanced facilities for data management, matrix manipulation, and utility elicitation. New components were developed for decision analysis, full-rank ANOVA and MANOVA and multiple regression. The CADA Display Book provides examples of the use of the CADA Monitor. (Author)

ED 211 337 SE 035 947

Maxwell, Eugene L.

Active Remote Sensing of Natural Resources: Course Notes. Science Series No. 5. Final Technical Report.

Colorado State Univ., Ft. Collins. Coll. of Forestry and Natural Resources.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 72
Grant-NSF-GZ-1760
Note-304p.; Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-College Science, *Course Content, Energy, *Environmental Education, Higher Education, *Interdisciplinary Approach, *Natural Resources, Optics, Physical Environment, Science Curriculum, Science Education, Spectroscopy
Identifiers-*Remote Sensing

Presented is a portion of a research project which developed materials for teaching remote sensing of natural resources on an interdisciplinary basis at the graduate level. This volume contains notes developed for a course in active remote sensing. It is concerned with those methods or systems which generate the electromagnetic energy illuminating'' the target or resource to be detected. It attempts to provide guidance in the development of theories to support experimental results, and to bring together information useful to both the engineer and the resource manager. A primary aim of the course is to train students to use their own judgment about the value of a remote sensing system for a particular application. The notes include a short course in electromagnetics and a review of electromagnetic properties of natural materials. These tools are used to study the interaction between natural resource targets and the electromagnetic energy from active systems. Typical images and other types of data are examined to understand experimental results. (Author)

ED 211 338 SE 035 949

Roberts, T. D.

Development of a Mobile Spectroscopy Laboratory. Final Technical Report.

Arkansas Univ., Fayetteville, Dept. of Chemistry.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Grant-NSF-SED-75-14376
Note-52p.; Contains occasional light and broken type. Figures will not reproduce well.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Chemistry, *College Science, Higher Education, *Mobile Laboratories, Physics, *Relocatable Facilities, Science Education, Science Equipment, *Science Instruction, *Spectroscopy

This project developed a mobile spectroscopy laboratory, a truck equipped with scientific instruments which can be moved from school to school to provide hands-on experience with instruments normally too expensive for a small school to purchase. A summer conference trained the on-campus participant faculty in the use of the truck-laboratory as well as in trouble-shooting techniques with the instruments to be used. Two instruments were permanently mounted due to temperature and vacuum requirements. Four other instruments were fitted into detachable drawers so they could be used inside the permanent laboratories of the participating schools or moved independently of the mobile laboratory. To encourage cooperation among participating schools, each was free to alter, maintain, or adjust its curriculum. A schedule for movement of the vehicle was made each year by the participants, which also served to foster an increased cooperation among participants. Evaluation conferences were held at the end of the summer after the first two years and an outside panel, listening to accounts of experiences, judged it a success and recommended it for duplication. Newspaper and professional articles, television news coverage, and the presence of the van at national meetings helped to publicize the project. (Author/JN)

ED 211 339 SE 035 950

Sacks, Arthur B., Ed. And Others

Current Issues in Environmental Education and Environmental Studies, Volume VII: Selected Papers from the Annual Conference of the National Association for Environmental Education (10th, Gilbertsville, Kentucky).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Troy, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Oct 81
Contract-400-78-0004
Note-227p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.50).
Pub Type- Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071) - Reports - General (140)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Attitude Measures, *Conservation Education, Curriculum Development, Elementary Secondary Education, *Energy, *Environment, *Environmental Education, Instructional Development, Nonformal Education, Postsecondary Education, *Program Descriptions, Science Education, Surveys, Training Methods
Identifiers-*Environmental Education Research

Three major sections comprise these proceedings of the 1981 Conference of the National Association for Environmental Education. Section I contains four addresses on environmental issues by guest speakers and two symposia, one on synfuels, and the other on acid rain. The twelve essays in Section II give the practitioner's perspective on environmental education programs, approaches, and issues. The final section, research and evaluation, offers seven articles reporting present analysis of environmental education research problems. (DC)

ED 211 340 SE 035 956

Onega, Ronald J.

Nuclear Engineering Computer Modules. Reactor Dynamics, RD-1 and RD-2.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Engineering.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date- 73

Grant-NSF-GZ-2888; NSF-SED-73-06276

Note-148p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Science, *Computer Programs, Engineering, *Engineering Education, Higher Education, *Kinetics, *Mathematical Models, *Nuclear Physics, Physics, Science Education

Identifiers-*Nuclear Reactors

The objective of the Reactor Dynamics Module, RD-1, is to obtain the kinetics equation without feedback and solve the kinetics equations numerically for one to six delayed neutron groups for time varying reactivity insertions. The computer code FUMOKI (Fundamental Mode Kinetics) will calculate the power as a function of time for either uranium or plutonium. Either fuel can be used with one to six delayed neutron groups and one of three types of reactivity insertions: a constant reactivity, sinusoidal, or a ramp. The code does not compute any parameters so the neutron generation time must be provided. The user has the option of studying the effects of various time steps in solving the system. The objective of Module RD-2 is to examine the temperature feedback mechanism of a pressurized water reactor (PWR) and solve the one delayed neutron model with temperature feedback for a step insertion and a ramp insertion of reactivity. A PWR core with a two-path feedback is considered. The core region is the only one of interest in this module. The program name is FUMOTEM (Fundamental Mode Kinetics with Temperature Feedback). There are four types of reactivity inputs that the program can accommodate. (Author)

ED 211 341 SE 035 958

Recent Research Reports, National Science Foundation, Washington, D.C.
National Science Foundation, Washington, D.C.
Report No.-NSF-81-68
Pub Date-81
Note-119p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Reference Materials (130) - Reports - General (140) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Sciences, Biological Sciences, Engineering, Federal Aid, *Federal Programs, Industry, Research, *Research Projects, Science Education, *Scientific Research, Social Sciences, Technology

Presented is a collection of abstracts of selected technical reports, journal articles, and other documents resulting from research supported by the directorates of the National Science Foundation. Reports are grouped by sponsoring directorate: Biological, Behavioral and Social Sciences; Engineering; and Scientific, Technological and Industrial Affairs. Also included is a group of abstracts dealing with research publications from previously supported programs. Information for ordering NSF research reports and journal articles is provided. Also included are three appendices: UTS Briefs, NISEE price list, and NSF organization chart. (PB)

ED 211 342 SE 035 961

Fox, Kevin

Algebra I Level-Individual Instruction of X and Y Variables of One Mixture Problem.

Pub Date-79

Note-15p.; Contains occasional marginal legibility.

Available from-Kevin Fox, Box 344, Elmhurst, NY 11380-0344 (200 tests plus answer key $4.00; each tape $6.00; 200 copies of page 1 $4.00; complete paper copy of tape, test and answer key $1.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Algebra, Answer Keys, Evaluation, *Individualized Instruction, Instructional Materials, *Mathematics Instruction, Mathematics Materials, *Problem Solving, Secondary Education, *Secondary School Mathematics, Tests

Identifiers-Heuristic Methods, *Word Problems

This document is designed to aid students who wish to comprehend the algebraic problem-solving process for mixture problems. The instruction set was designed to be low stress, patiently delivered, and easy to follow. It was set up to be accompanied by a 25-minute audio cassette tape. The content of this document and the tape is directed to the analysis of one problem. The material includes a completed formula page for the mixture problem, a test, an answer key, and a nine-page transcript of the audio tape. The formats of the Title I Methods of Individual Instruction and the Cooperative Methods (in-school) of Individual Instruction were followed. (MP)

ED 211 343 SE 035 962

Ogletree, Earl J. Chavez, Maria
An Experimental Study of Sensory (Finger) Math.
Pub Date-81
Note-9p.; Contains occasional broken type.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, *Computation, Educational Research, *Elementary School Mathematics, *Grade 2, Learning Theories, *Mathematics Instruction, Primary Education, *Teaching Methods
Identifiers-*Finger Counting, *Mathematics Education Research, Number Operations

This study investigated the effectiveness of finger mathematics with elementary pupils in second grade. The sample consisted of 56 pupils located in a lower socioeconomic area of Chicago. Half the pupils were taught using the finger method; the other half experienced the traditional textbook paper-and-pencil method. The results indicated that finger mathematics significantly improved the mathematics achievement of second graders at all ability levels. It is felt that additional research, particularly longitudinal studies, need to be conducted to assess the finger mathematics program with all elementary school children. (MP)

ED 211 344 SE 035 963

Rubin, Mike

Games People Play: Game Preferences of Students as Related to Sex Differences and Other Factors.

Pub Date-81
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Educational Games, Educational Research, Elementary Education, *Elementary School Mathematics, Games, Instructional Materials, Learning Activities, *Manipulative Materials, Mathematical Concepts, *Mathematics Instruction, Mathematics Materials, Student Attitudes, *Student Motivation, *Teacher Developed Materials
Identifiers-*Mathematics Education Research

The receptiveness or preferences of children to certain types of gaming is addressed. This study used six different games with four different classes in grades 1 through 4. The teacher demonstrated how each of the games was played and each class was asked to rate which game they would like to play the most. All involved solving basic facts of the same level of difficulty. In addition, the third-grade students learned and played one additional game. The results were viewed to support the following: (1) Both girls and boys prefer games that are highly manipulative to those that are less so; (2) Students prefer games that are more competitive in nature; (3) Girls like to play highly feminine games; and (4) Children may enjoy simply working problems at the board just as much as playing some commercial games and time-consuming teacher-made ones. (MP)

ED 211 345 SE 035 964

Swadener, Marc

Personal Computers and Cross Aged Instruction, First Year Report.

Colorado Univ., Boulder. School of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-30 Nov 81
Grant-NSF-SED-7918974
Note-111p.; Contains occasional marginal legibility in Appendices.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academically Gifted, *Computer Oriented Programs, Computers, *Educational Research, Elementary Secondary Education, Low Achievement, *Mathematics Education, Mathematics Instruction, *Pilot Projects, *Program Descriptions, Remedial Mathematics, Science Education
Identifiers-*Computer Uses in Education, *Mathematics Education Research

The project described was designed to develop a strategy using computers and cross-aged instruction to: (1) increase basic skill levels of mathematically low-achieving sixth graders; (2) increase enrollments in high school science and mathematics; (3) evaluate microcomputers as unique instructional tools; and (4) develop effective applications of microcomputers in education. Fall semester 1980 was scheduled for planning, spring 1980-81 for the pilot phase, and the 1981-82 school year the experimental phase. The two target populations were: (1) able tenth and eleventh graders, and (2) mathematically low-achieving sixth graders. The many problems that have occurred during program implementation were noted. The view expressed is that, given the purposes of the pilot study, the difficulties, and the fact that some of the data from the pilot phase is incomplete, the results obtained to date are encouraging. The potential for long-term impact on the motivation and achievement of students by activities directly related to the project are seen to be great. The goals of the pilot phase are considered achieved, and significant positive change with respect to achievement, attitude, and enrollment are anticipated in the experimental phase. (MP)

ED 211 346 SE 035 966

Cantrell, Diane

Marine and Aquatic Education. Environmental Education Occasional Paper No. 6.

Ohio State Dept. of Education, Columbus. Office of Environmental Education.

Pub Date-Aug 81

Note-30p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Elementary Secondary Education, *Environmental Education, Higher Education, *Interdisciplinary Approach, Marine Biology, Oceanography, *Resource Materials, *Water Resources

Identifiers-Informal Education, *Marine Education

Designed primarily for educators, this paper focuses on the importance of water in the daily life of all living creatures and on the role marine and aquatic education plays in helping individuals understand this concept. Section one discusses the limitations of water, human impact on the global water system, and the need to protect it. Section two emphasizes the broad scope and interdisciplinary nature of marine and aquatic education and presents a definition and set of objectives with their implications. Section three explains how marine and aquatic education fits into the goals of environmental education and general education and how it can be incorporated into the existing curriculum by using an example approach, activity approach, multidisciplinary approach, or course. The final section suggests people, places, and materials which could provide resource information and assistance to Ohio educators and others. The three appendices elaborate upon this information. (DC)

Bauman, Paul C. Petrock, Edith M.
Energy Education: Why, What and How?
Education Commission of the States, Denver, Colo. Education Improvement Center.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-ECS-R-181-1
Pub Date-Oct 81
Note-38p.
Available from-Education Improvement Center, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 (no price quoted).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Conservation Education, Curriculum Development, Educational Objectives, *Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, Higher Education, Interdisciplinary Approach, *Program Development, Science Education, Teacher Education
Identifiers-*Energy Education

Written for state- and local-level education policy makers, educators, political and consumer organizations, and representatives of business and industry, this document stresses the importance of energy education and ways to incorporate energy education into different curriculum structures. It does not attempt to provide specific answers or solutions to the many energy-related questions facing society, but suggests how these important issues can be approached in an objective learning environment. Section one provides background data on energy issues. Section two describes six fundamental objectives of energy education and provides a rationale for each. The last section identifies several guidelines for state and local action, stressing low-cost alternatives. The appendix lists selected sources of information that may be useful in developing and implementing energy education programs. (Author/DC)

ED 211 348 SE 035 968

A Self-Appraisal Checklist for Nutrition Education in Ohio Schools (K-12).

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

Spons Agency-Department of Agriculture, Washington, D.C.

Pub Date-81

Note-21p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Check Lists, *Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, Needs Assessment, *Nutrition Instruction, *Program Evaluation

Prepared to assist Ohio school personnel in improving nutrition education, this self-appraisal checklist can be used to survey and assess an existing program and to compare it to a quality program exemplified by the checklist items. A brief description of how to use the checklist is followed by 89 items divided into seven categories: philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation, A chart is included for comparing actual scores to highest possible scores and space is provided for listing needed improvements. (Author/DC)

Martin, Ralph E., Jr.

The Influence of Communicator Credibility on Preservice Elementary Teachers' Attitudes Toward Science and Science Teaching.

Pub Date-Nov 81
Note-27p.; Paper presented at the Regional Conference of the National Science Teachers Association (Nashville, TN, November 20, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Change, Classroom Communication, *Communication (Thought Transfer), Credibility, Elementary School Science, *Elementary School Teachers, Interpersonal Relationship, Methods Courses, *Preservice Teacher Education, *Science Education, *Teacher Attitudes, Teacher Behavior
Identifiers-*Science Education Research

Reported is a study designed to test Hovland's principle of attitude change as related to attitudes toward science and science teaching. Hovland's research provided information that communicators who were perceived as being highly credible and authoritative are more likely to produce greater attitude change than are communicators perceived as less credible and authoritative. A one-group pretest-posttest-posttest test time series research design was used with 25 preservice elementary education students enrolled in a science methods course. Treatment consisted of: (1) on-campus methods instruction and science unit planning during weeks 1-7 of one quarter; (2) in-field preservice elementary teacher science instruction of pupils in local elementary schools during weeks 8-10; and (3) an on-campus science fair and evaluative feedback sessions during the final week of the quarter. Preservice students' attitudes toward elementary science teaching and toward science were measured with Moore's Science Teaching Attitude Scales instrument while perceptions of communicator credibility were measured by the semantic differential technique in the form of the Perceptions of Communicator Attitudes instrument. The investigator concluded, after data analysis, that Hovland's principle is important to attitude change but that credibility is not the main cause for change. (PB)

Martin, Ralph E., Jr. Orrach, Lawrence P.
Improving Reading and Study Skills in Science and Mathematics.
Pub Date-Nov 81
Note-69p.; Paper presented at the Regional Conference of the National Science Teachers Association (Nashville, TN, November 21, 1981). Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Instructional Materials, *Mathematical Applications, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Reading Skills, Science Education, *Science Instruction, Secondary Education, Secondary School Mathematics, *Secondary School Science, Teaching Methods

The need for teachers to determine whether their students have the skills necessary to learn and to help their students develop missing skills is emphasized. It is felt that it is possible to teach both content and learning skills simultaneously without sacrificing content. This document offers informal, diagnostic testing devices that can be used in developing a composite of the reading skills and deficiencies of learners. Practical activities for the development of reading, learning, and thinking skills are provided. The material concludes with a summary, bibliography of references, and several appendices. It is primarily intended for science teachers, but is felt to be useful to mathematics instructors. It is recognized that science instruction frequently relies upon the concepts and principles of mathematics, and science teachers must employ the reading skills of mathematics to enhance successful instruction of science. (MP)

ED 211 351 SE 035 974

Weinstock, Harold

Computer-Based Self-Instructional Modules. Final Technical Report.

Illinois Inst. of Tech., Chicago.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-NSF-SED-74-14691
Note-50p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Chemistry, College Science, *Computer Assisted Instruction, Higher Education, Introductory Courses, *Learning Modules, Mathematics, Physics, Programed Instruction, *Programed Instructional Materials, Science Education

Reported is a project involving seven chemists, six mathematicians, and six physicists in the production of computer-based, self-study modules for use in introductory college courses in chemistry, physics, and mathematics. These modules were designed to be used by students and instructors with little or no computer backgrounds, in institutions with modest computer facilities, and were limited to a single major concept or topic. Material included ranged from that covered in a one-hour lecture to a maximum of a single week's study. A complete list of all modules is provided. (PB)

ED 211 352 SE 035 975

Mathematics Objectives, 1981-82 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-0-89398-147-8; NAEP-13-MA-10
Pub Date-81
Grant-NIE-G-80-0003
Note-41p.: For related document, see ED 156 439. Contains occasional light type.
Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($2.10).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Objectives, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Evaluation, *Mathematics Education, Testing

Identifiers-Mathematics Education Research, Mathematics History, *National Assessment of Educational Progress, *Third Mathematics Assessment (1982)

This document describes the nature of the Third Assessment of Mathematics for the National Assessment of Educational Progress. Information about the first two assessments is provided to give background information and details on the framework for the third assessment. It is noted that objectives for the third assessment are based on the second, with revisions that reflect current content and trends in school mathematics. Information about the content domain is provided, with the six content categories discussed: numbers and numeration; variables and relationships; shape, size, and position; measurement; probability and statistics; and technology. Technology is measured by assessing the use of calculators and computer literacy. Five categories in the process domain are reviewed: knowledge, skill, understanding, application and problem solving, and attitudes towards mathematics. Questions to be answered within each of the process categories are listed. The first of two appendices lists advisory committee members and consultants. The second provides additional information on three assessment topics: attitudes, the calculator, and estimation skills. (MP)

ED 211 353 SE 035 976

Fox, Lynn H.

The Problem of Women and Mathematics.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Aug 81
Note-38p.; Not available in paper copy due to copyright restrictions.
Available from-Ford Foundation, 320 East 43rd St., New York, NY 10017 (free).
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Research, Elementary Secondary Education, *Females, Higher Education, *Literature Reviews, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Sex Differences, *Womens Education
Identifiers-*Mathematics Education Research

This report is divided into two main parts. The first part, The Problem of Women and Mathematics, emphasizes results of ten research projects initially funded by the National Institute of Education (NIE) in 1979. They are emphasized because the findings are current and the projects touched on all major issues. This part has sections on Sex Differences in Mathematics, Factors Influencing the Study and Learning of Mathematics, and Factors Influencing Career Interests and Choice. The second section, Where Do We Go From Here, is drawn from the book Women and the Mathematical Mystique.'' This part suggests directions for research and directions for change. The document concludes with a list of references. (MP)

ED 211 354 SE 035 977

Williams, V. Z. Taylor, J. H.

Report to the National Science Foundation on the Conference on Undergraduate Research Programs in Optical Physics Held at Southwestern College (Memphis, Tennessee, June 8-12, 1964). Final Technical Report.

Optical Society of America, Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.

Pub Date-64

Grant-NSF-GE-4824; ONR-G-00084-64

Note-140p.; Contains occasional light and broken type.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College Science, Conferences, Guidelines, Higher Education, *Optics, *Physics, Science Education, *Science Instruction, *Science Programs, Scientific Research, *Student Research, Undergraduate Study

In 1962 the Optical Society of America (OSA) established the Needs in Optics Committee for the purpose of increasing the national supply of personnel trained in optics. In order to carry out this program, the problem was broken down into six tasks, one of which was concerned with Undergraduate Research Programs. The Task IV group convened more than 80 individuals interested in research in Optical Physics at the undergraduate level. These conference representatives from numerous institutions were provided an opportunity to exchange information and to learn about recent developments in modern Optical Physics. They also provided information to Task IV about ways it could be of assistance to them. Recommendations of the Conference for programs in direct support of college research efforts include: (1) establishment of a communication between USA and faculty members; (2) establishment of an Optics Research Newsletter''; (3) development of an Optical Handbook''; (4) production of a summary of information related to grants and contracts; (5) development of listings for summer employment; (6) dissemination of information about the present status of optics teaching; and (7) addition of an Education Officer to the Executive Office Staff. (Author)

ED 211 355 SE 035 978

Stallings, Jane A.
Classroom Research: Implications for Mathematics and Science Instruction.
Stallings Teaching and Learning Inst., Mountain View, Calif.
Pub Date-Nov 80
Note-24p.; Paper presented to the Biological Science Curriculum Study Conference (Boulder, CO, November 7, 1980). Contains occasional light type.
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Geometry, *Mathematics Education, *Mathematics Instruction, *Science Education, *Science Instruction, Secondary Education, Secondary School Mathematics, Secondary School Science, *Sex Differences
Identifiers-*Mathematics Education Research, Science Education Research

Presented is a review of findings from research of teaching in the 1970's. It is noted most research was directed toward identifying effective instructional strategies for low achievers, and may not generalize to high achievers. Information is related to student time on task, length of school day, academic time, allocation of time to specific activities, teacher focus of instruction, and interactive instruction. Details of a study on mathematics instruction conducted in 11 San Francisco Bay urban and suburban high schools are provided. The main conclusion is that students in general mathematics classes may not receive the teacher attention and instruction required to achieve well and continue in mathematics. Next, a report on differential treatment of men and women in mathematics classes found differences in geometry classes, but these did not relate to the enrollment of women in advanced mathematics. This document asks if the instructional strategies found effective in reading and mathematics are effective for science classes. An observation system that can be used in science classrooms so that instructors can answer questions about teaching practices is detailed. A study using these techniques to describe effective science teaching is called for, and the need for renewed research in science programs is expressed. (MP)

ED 211 356 SE 035 979

Stallings, Jane A.

Comparison of Men's and Women's Behaviors in High School Math Classes.

SRI International, Menlo Park, Calif.; Stallings Teaching and Learning Inst., Mountain View, Calif.
Pub Date-Sep 79
Note-34p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, September, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Choice, *Career Planning, Educational Research, *Elective Courses, *Females, Geometry, High Schools, Learning Theories, *Mathematics Education, Mathematics Instruction, *Secondary School Mathematics, Sex Differences
Identifiers-*Mathematics Education Research

Differences found in men's and women's attitudes towards mathematics, and differences in demonstrated abilities and experiences in mathematics classes are detailed. The sample used includes 479 pupils from 22 classes in 11 urban and suburban schools, with approximately 49% of the students female. The instruments used to collect data included survey reports, questionnaires, interview guides, tests, rating scales, and observation instruments. The survey report, questionnaires, and interview protocols were developed and pilot-tested within the study. The factor most often found to differentiate the students continuing in mathematics from those who are not, identified from the student questionnaire, student ratings and test data, is parental expectations and support in taking advanced mathematics. The data suggest that parents are perhaps the most important factor for women as well as men in continuing their studies. Further, women who planned to continue in mathematics studies had more spatial ability, more positive feelings about mathematics, less anxiety, and did not perceive mathematics as a male domain. The results suggest that parents should be made more aware of their influence in their children's decision-making processes. It is felt the findings should be made available to inservice teachers, school counselors, and parent groups. (MP)

ED 211 357 SE 036 029

Peters, Richard Oakes

Proactive Students in Global Education. Understanding the Third World: A Moving Force in Our Lives. The Student.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
Pub Date-Jan 82
Note-28p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Developing Nations, Elementary Secondary Education, Food, *Global Approach, *Interdisciplinary Approach, Land Use, *Learning Activities, Models, Natural Resources, Population Trends, Refugees, Unemployment, *World Problems

Focusing on the third world nations, this paper discusses the need for global education and presents a teaching model which involves students in contemporary world problems. As background information, terms are defined, third world efforts during the last twenty years to equalize the distribution of the world's wealth are traced, and contemporary global issues including population, food supply, refugees, natural resources, and unemployment are discussed. Since these issues indicate that the world is becoming more interconnected politically, economically, and culturally, global education must help students become proactive change agents. This can be accomplished by using the proactive model to teach students global-oriented critical thinking and decision making. The model involves three phases (perception, thought pattern, and action), and is applicable to most subject areas. As an example of its use, an interdisciplinary learning activity on land use planning for grades 7-12 is presented. A selected reading list is included. (Author/DC)

ED 211 358 SE 036 030

Cowal, Michael And Others
Coastal Ecosystems. Project CAPE Teaching Module Dare County Board of Education, Manteo, N.C.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 81
Note-119p.; Not available in paper copy due to copyright restrictions. Contains colored print in student materials which may not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Activity Units, Biological Sciences, *Ecology, *Elementary School Science, Environmental Education, *Field Trips, Instructional Materials, *Marine Biology, Primary Education, Science Education, Teaching Guides, Water Resources
Identifiers-Coastal Zones, *Marine Education

Intended for grades K-2, this science unit on coastal ecosystems aids teachers in helping students to: (1) identify marine organisms; (2) learn their basic characteristics: and (3) understand the web of interdependence among organisms of the same habitat. The teacher's guide is divided into four sections. The first section gives background information about ecosystems. The second section provides detailed directions on how to collect specific marine plants and animals and includes an application for a permit to collect organisms. The third section explains how to set up and maintain a salt water aquarium, and provides a feeding schedule and list of supply houses, as well as a supplementary booklet for student use. The last section identifies various considerations related to conducting field trips. These include, among others, site selection, scheduling, permission slips, emergency information, clothing, parent volunteers, and equipment. It then outlines specific information for four field trips, including pre- and post-trip activities, investigation procedures, and discussion questions. Student work booklets for each of the trips (pier and jetty, sandy beach, mud flat, and salt marsh) contain pictures of organisms they will collect and questions to answer. (DC)

ED 211 359 SE 036 033

Dye, David L.

The Use and Non-Use of Calculators on Assessment Testing.

Minnesota State Dept. of Education, St. Paul.

Pub Date-81

Note-7p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Calculators, Computation, Educational Research, Educational Technology, Elementary Secondary Education, Evaluation, Grade 8, Junior High Schools, *Mathematics Education, *Mathematics Instruction, Problem Solving, *Quantitative Tests

Identifiers-*Mathematics Education Research

This study addressed: (1) what difference, if any, would calculators make on a typical mathematics assessment instrument; (2) what might occur if students were allowed to use, but were not furnished with, calculators for testing; and (3) what implications do answers to these questions have for future statewide assessment. Eighth-grade students were tested using a package from a previous assessment. Three junior high schools in a suburban school district were chosen, with three classes per building assigned randomly to each of three treatments. Control classes were tested without calculators. Classes in the first experimental group were furnished with calculators. Students in the second group were told they were allowed to bring their own calculators over two days prior to testing. Only those pupils in this second experimental group who brought calculators were allowed to use them; only 39% of this group did so, but students in this group who did or did not bring calculators displayed essentially the same achievement. Results across all groups indicated that for the assessment instrument used, calculators made no difference in final results. (MP)

ED 211 360 SE 036 036

Midwest Energy Education Consortium: Final Report.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Jan 82
Grant-DE-FG02-80IR10905
Note-60p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Conservation Education, *Consortia, Elementary Secondary Education, Energy, *Energy Conservation, *Environmental Education, *Information Networks, Postsecondary Education, Program Descriptions, *Program Evaluation, Vocational Education

The U.S. Department of Energy sponsored an energy education communications network from August, 1980 through November 1981 for educators and information specialists who deal with K-12 students, vocational training, adult and postsecondary education, and the general public in Illinois, Indiana, Minnesota, Ohio and Wisconsin. As a final report, this document summarizes the basic workings of the Midwest Energy Education Consortium model and includes recommendations, evaluation, and future direction. The emphasis of the program was on sharing information about energy education materials, workshops, programs, resources, and funding opportunities. Channels used were periodic and special mailings, telephone calls, and quarterly meetings. Members concluded that the Consortium was a cost-effective, valuable service, should be continued and expanded to include other states, and should have more private sector involvement and information exchange. (Author/DC)

ED 211 361 SE 036 037

Szuhy, Donna L. T. Shepard, Clint L.
Forest Environment Learning Experiences.
Ohio State Dept. of Natural Resources, Columbus.
Pub Date-81
Note-22p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Conservation Education, Elementary Secondary Education, *Environmental Education, *Forestry, Instructional Materials, *Interdisciplinary Approach, *Learning Activities, *Questioning Techniques, Teaching Methods, Trees

Environmental education, as a teaching methodology, is appropriate for all subject areas and environments. Two teaching approaches are presented with the 13 activities in this booklet serving as examples of their application to the forest environment and different disciplines. The first approach is based upon the understanding that learners retain more information if it is presented through thinking skills processes rather than by factual memorization. Each activity has learners use one or more of the thinking skills processes as adapted by the U.S. Forest Service. The second approach, a questioning strategy, uses four kinds of questions in a sequence: open, focus, interpretive, and summary. Each activity lists questions based upon this strategy. In addition to the thinking skills and questions, information for each activity indicates the objectives, time necessary to complete, numbers of students (individuals, class, groups), location, equipment, and procedures. Topics include, among others, family tree, leaves, bark, forest floor, rotten stump, change, and the urban forest. Other activities are suggested for different subject areas. (DC)

ED 211 362 SE 036 038

Fortman, Kathleen J.

Counselor Training Manual for Resident Environmental Education Camp.

Ohio State Dept. of Natural Resources, Columbus.
Pub Date-81
Note-67p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Counselor Training, Elementary Secondary Education, Environmental Education, *High School Students, *Instructional Materials, *Outdoor Education, *Resident Camp Programs, *Student Recruitment, Training Methods

Designed for use with junior and senior high school students, this manual outlines procedures for recruiting and training counselors to work with upper elementary students in a resident outdoor education setting. Counselors can provide the additional leadership necessary when caring for large groups of students 24 hours a day. However, their success and the ensuing success of the resident program depends upon adequate training of the high school counselors prior to the camping experience. Each section in this book represents one meeting. Ten topics are covered at as many meetings. These topics are: recruitment, course purpose and orientation, camp safety and first aid, games and dramatics, night hikes, methods for working with sixth graders, the counselor's role, camp problems, hidden responsibilities, and nature awareness. Sections are comprised of counselor handouts, arranged in the order of distribution. An introductory sheet for each meeting describes the general purpose of that session and the specific purpose of each handout. (DC)

ED 211 363

SE 036 039

Pikaart, Len And Others

1981 Ohio Regional Conferences on Mathematics Education: Microcomputers in Education.

Ohio Univ., Athens. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Grant-NSF-SER-8008906
Note-157p.; For 1980 Conference, see ED 200 421. Some journal articles deleted due to copyright restrictions. Contains occasional light and broken type.
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Computer Programs, Curriculum Development, Educational Technology, *Inservice Teacher Education, Junior High Schools, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Microcomputers, Middle Schools, *Resource Materials, Secondary Education, *Secondary School Mathematics, Teacher Education
Identifiers-BASIC Programing Language

Six regional conferences designed to provide educational decision-makers and teacher-leaders with a state-of-the-art review of the possibilities, limitations, and recent technology of microcomputers in an educational perspective were held in 1981. The purposes of the conferences were to: (1) stimulate realistic and effective approaches to using microcomputers in middle, junior high, and secondary schools; (2) provide hands-on experiences and demonstrations of microcomputers; (3) indicate the range of software available; (4) provide summaries of microcomputer research and project results; (5) distribute criteria helpful for selecting both hardware and software; and (6) maintain cooperative linkages between local school personnel and other mathematics educators. The majority of this document consists of materials distributed to conference participants. These materials were either developed by the project staff or written by others and reprinted with permission. (MP)

ED 211 364 SE 036 040

Measurement With Metric: A Resource Handbook. Revised Edition.
Oregon State Dept. of Education, Salem.
Pub Date- 77
Note-100p.; For related document, see ED 113 166.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Elementary Secondary Education, Instructional Materials, Laboratory Procedures, *Learning Activities, Mathematical Applications, *Mathematics Education, *Mathematics Instruction, *Measurement, *Metric System, Resource Materials, Teaching Guides
Identifiers-*International System of Units

This document has been designed as a guide for anyone planning to teach the metric system to teachers, parents, children, or the general public. The handbook has the following sections: (1) Introduction, (2) Rationale and Key Considerations for Measuring with Metric, (3) Philosophy and Methodology, (4) Measurement Activities, (5) Teacher Workshops, (6) Metric Concerns for Parents, (7) Metric Program Implementation, (8) Glossary, and (9) Bibliography. The major premises and central themes for this handbook are: (1) Emphasis should be placed on measurement; (2) The hands-on approach is the best way to learn; (3) Estimation should be encouraged early and continued throughout learning experiences; (4) There is no need for exercises involving converting between systems; and (5) This document and workshops using it should demonstrate that effective measurement programs can be taught with low-cost materials. (MP)

ED 211 365 SE 036 041

Barker, Wells J.

A Guide to Field Studies for the Coastal Environment. Project CAPE Teaching Module.

Dare County Board of Education, Manteo, N.C.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 81

Note-100p.; Not available in paper copy due to copyright restrictions.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Earth Science, Environmental Education, *Field Studies, Grade 8, Junior High Schools, Junior High School Students, *Marine Biology, *Oceanography, *Science Activities, Science Education, *Secondary School Science

Twenty-five coastal field study investigations, comprising this supplement to a junior high school earth science curriculum, are designed to help students obtain a fuller understanding of: (1) their coastal environment, (2) some of the problems which confront it, (3) the interrelationships between the land and the surrounding bodies of water, and (4) the opportunities for individuals to effectively work toward solutions to environmental problems. Each lesson includes key concepts, competency goals, objectives, site description, materials, vocabulary, procedure, and source of activity when appropriate. Some of the topics covered are currents, waves, tides, dunes, slope, velocity, mapping, salinity, water hardness, soil, light intensity, and evaporation. Appendices provide further information and tests. (DC)

ED 211 366 SE 036 044

Rollins, Mavis M. And Others

Attainment of Selected Earth Science Concepts by Texas High School Seniors.

Pub Date-81
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Formation, Concept Teaching, *Earth Science, Grade 12, High Schools, High School Students, *Measures (Individuals), Science Curriculum, Science Education, Science Tests, *Scientific Concepts, *Secondary School Science, Student Characteristics, Test Construction
Identifiers-*Science Education Research

The purpose of this study was to determine whether high school seniors (N 492) had attained each of five selected earth science concepts and if said attainment was influenced by the number of science courses completed. A 72-item, multiple-choice format test (12 items for each concept) was developed and piloted previous to this study to measure these concepts: (1) cause of the seasons; (2) interdependence of man and environment; (3) changing earth; (4) day and night; and (5) solar energy. Concept attainment was arbitrarily set at 80%, which translates to 9.6 questions being answered correctly for each set of 12 items per concept. Significant differences in concept formation were observed across the sample and found to be influenced by the quantity of science courses the seniors had completed. While expected, these results lend credence to the notion that secondary science curricula stress concepts and their application. (Author/JN)

ED 211 367 SE 036 046

Roberts, Douglas A. And Others

Separation of Substances: A Teacher's Manual for General Level Program Development, Grade 9. Science and Society Teaching Units. Informal Series/26.

Ontario Inst. for Studies in Education, Toronto.
Report No.-ISBN-0-7744-5038-X
Pub Date-81
Note-130p.; For related document, see SE 036 047.
Available from-Ontario Inst. for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (no price quoted).
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Environmental Education, Grade 9, Instructional Materials, Junior High Schools, Junior High School Students, Science Education,

*Science Experiments, *Secondary School Science, *Simulation, Water Pollution, *Water Resources
Identifiers-*Science and Society, *Waste Water Treatment

Recognizing the problems and challenges associated with teaching general level or non-academic science courses in junior high school, a series of manuals was written to assist teachers in developing programs which focus on issues related to science and society. In the first in the series, how to make water fit to drink is investigated. Eight episodes provide information on the advantages and limitations of common separation techniques. Each episode begins with a curriculum summary which outlines the content, teaching essentials, objectives, and evaluation examples. This is followed by a detailed description of how to teach the lesson including notes to the teacher, pre- and post-lab discussion, and directions for the experiments. The appendices contain teacher and student resource sheets. All of the episodes are interconnected by an ongoing simulation game in which students will give advice about water supply treatment to a fictitious community. The teacher's introduction lists seven general characteristics of students who enroll in general level science courses and a set of strategies for counteracting their self-defeating tendencies. Resource lists are also provided. (DC)

ED 211 368 SE 036 047

Orpwood, Graham W. F. Roberts, Douglas A.

Force and Energy: A Teacher's Manual for General Level Program Development, Grade 8. Science and Society Teaching Units. Informal Series/25.

Ontario Inst. for Studies in Education, Toronto.

Report No.-ISBN-0-7744-5039-8
Pub Date-81
Note-45p.; For related document, see SE 036 046.
Available from-Ontario Inst. for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 (no price quoted).
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Conservation Education, *Energy, Energy Conservation, Environmental Education, *Force, Grade 8, Instructional Materials, Junior High Schools, *Junior High School Students, *Science Activities, Science Education, Secondary School Science
Identifiers-*Energy Education, *Science and Society

Developed as the second in a series, this teacher's manual is designed to assist junior high school teachers in developing general level or non-academic science programs which focus on the relationship between science and society. Seven episodes comprise three sections: energy systems, hydroelectricity, and meeting society's energy needs. Each episode begins with a curriculum summary which outlines the content, teaching essentials, objectives, and evaluation examples. This is followed by a detailed description of how to teach the lesson. The appendices contain teacher and student resource sheets. All episodes are tied together by a story line which helps students understand that they can assess the social consequences of choices about energy consumption only if they possess the necessary concepts. (DC)

ED 211 369 SE 036 050

Brennan, Mervin M. And Others

Illinois Inventory of Educational Progress: 1979 Mathematics Results, 4th Grade.

Illinois State Board of Education, Springfield.

Pub Date- 80

Note-35p.; For related documents, see SE 036 051-052.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests, Cognitive Objectives, *Educational Assessment, Educational Objectives, Educational Research, Elementary Education, *Elementary School Mathematics, Grade 4, Mathematical Concepts, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, Mathematics Instruction

Identifiers-Illinois, *Illinois Inventory of Educational Progress, *Mathematics Education Research

Presented is an overview of the 1979 Illinois Inventory of Educational Progress (IIEP) for fourth-grade mathematics. The IIEP is a systematic effort by the Illinois State Board of Education to collect information on the educational achievement of Illinois students in certain areas and to make that information available to education decision-makers. The IIEP employs an objective-referenced approach, with desired student performance expressed in terms of objectives. Students to be tested are selected in a two-stage random sampling method. Since the IIEP is geared towards determining how groups of Illinois students perform on given tasks, no individual student, teacher, or school district is identified. As part of the study, teachers of participating students were asked to estimate the percentage of students who would obtain correct answers to individual test items. Of the eight measured objectives, it was found that teacher estimates were significantly higher than student performance for only one objective. (MP)

ED 211 370 SE 036 051

Brennan, Mervin M. And Others

Illinois Inventory of Educational Progress: 1979 Mathematics Results, 8th Grade.

Illinois State Board of Education, Springfield.

Pub Date- 80
Note-42p.; For related documents, see SE 036 050-052.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Tests, Cognitive Objectives, *Educational Assessment, Educational Objectives, Educational Research, Grade 8, Junior High Schools, Mathematical Concepts, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Secondary Education, *Secondary School Mathematics
Identifiers-Illinois, *Illinois Inventory of Educational Progress, *Mathematics Education Research

Presented is an overview of the 1979 Illinois Inventory of Educational Progress (IIEP) for eighth-grade mathematics. The IIEP is a systematic effort by the Illinois State Board of Education to collect information on the educational achievement of Illinois students in certain areas and to make that information available to educational decision-makers. The IIEP employs an objective-referenced approach, with desired student performance expressed in terms of objectives. Students to be tested are selected in a two-stage random sampling method. Since the IIEP is geared towards determining how groups of Illinois students perform on given tasks, no individual student, teacher, school, or district is identified. As part of the study, teachers of participating students were asked to estimate the percentage of students who would obtain correct answers to individual test items. Of five objectives containing three or more items, teacher estimates were higher than student performance in all cases, but the difference was only statistically significant for one objective. (MP)

ED 211 371 SE 036 052

Brennan, Mervin M. And Others

Illinois Inventory of Educational Progress: 1979 Mathematics Results, 11th Grade.

Illinois State Board of Education, Springfield.
Pub Date- 80
Note-40p.; For related documents, see SE 036 050-051.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Tests, Cognitive Objectives, *Educational Assessment, Educational Objectives, Educational Research, Grade 11, High Schools, Mathematical Concepts, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Problem Solving, *Secondary School Mathematics
Identifiers-Illinois, *Illinois Inventory of Educational Progress, *Mathematics Education Research

Presented is an overview of the 1979 Illinois Inventory of Educational Progress (IIEP) for eleventh-grade mathematics. The IIEP is a systematic effort by the Illinois State Board of Education to collect information on the educational achievement of Illinois students in certain areas and to make that information available to educational decision-makers. The IIEP employs an objective-referenced approach, with desired student performance expressed in terms of objectives. Students to be tested are selected in a two-stage random sampling method. Since the IIEP is geared toward determining how groups of Illinois students perform on given tasks, no individual student, teacher, school, or district is identified. As part of the study, teachers of participating students were asked to estimate the percentage of students who would obtain correct answers to individual test items. Of the six measured objectives, it was found that teacher estimates were higher than student scores for only two areas. (MP)

Orpwood, Graham W. F.

The Logic of Curriculum Policy Deliberation: An Analytic Study from Science Education.

Pub Date-81

Note-187p.; Ph.D. Dissertation, The University of Toronto. Contains light and broken type.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Evaluation, *Decision Making, Educational Philosophy, Educational Research, Educational Theories, Elementary Secondary Education, Higher Education, *Policy Formation, *Science Curriculum, *Science Education

Identifiers-*Science Education Research

This study is concerned with certain features of the curriculum decision-making process including ways in which alternatives are argued, the types of reasons entertained for preferring one option over another, and the basis on which some proposals are ultimately accepted and others rejected. It is argued that, with respect to these features, curriculum theory in its present state appears unable to provide a basis for an adequate understanding of the curriculum decision-making process. On the basis of two conceptual features which form the theoretical foundation of the study and using the philosophical analyses of rational argument (by Toulmin) and of the deliberative process (by Baier), a framework is developed for the analysis of the discourse of curriculum policy deliberation. This framework was tested through the analysis of transcribed samples of deliberation obtained from a science curriculum committee. This analysis allowed both the identification of the logical elements of deliberative discourse and also a discussion of their relationship. Following this trial analysis, the framework was appraised and refined in light of the appraisal. A discussion of the theoretical and practical significance of the research concludes the dissertation. (Author/JN)

Butzow, John W. And Others
Have You Been to the Shore Before? A Marine Education Infusion Unit on Seashore and Aquarium Life. Revised Edition.
Maine Univ., Orono. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80
Grant-NSF-SER-8008177
Note-57p.; For related documents, see SE 036 056-059 and ED 177 013. Produced through the Northern New England Marine Education Project. Contains colored print which may not reproduce well.
Available from-Northern New England Marine Education Project, Univ. of Maine at Orono, 206 Shibles Hall, Orono, ME 04469 ($3.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Activity Units, Elementary School Science, Elementary Secondary Education, Environmental Education, *Field Trips, Instructional Materials, Intermediate Grades, Junior High School Students, *Marine Biology, *Oceanography, *Science Activities, Science Education, Secondary School Science
Identifiers-*Coastal Zones, *Marine Education

Classroom and field activities for fifth- through ninth-grade students comprise this teaching guide for the northern New England shore. Teacher background information contains an introduction to life at the shore and the animal classification of marine invertebrates. Activities stress two major concepts: (1) the diversity and complex interactions of marine organisms; and (2) the structural, functional, and behavioral adaptations these organisms make to the shore environment. Topics of classroom activities include saltwater aquariums, seashore life, seaweeds, and a field trip bulletin board. Field activities involve pre-trip planning, beach profiling, exploring for green crabs, and critter watching. Each activity identifies the objective, field site when appropriate, materials, timing, and procedure. Lists of organizational resources, resource persons, places to visit, films, and books are provided for the unit. Informational sheets are also included. (DC)

ED 211 374 SE 036 056

Butzow, John W. And Others

How Do People Use Lighthouses and Navigational Charts? A Marine Education Infusion Unit. Revised Edition.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80
Grant-NSF-SER-8008177
Note-71p.; For related documents, see SE 036 055-059 and ED 177 014. Produced through the Northern New England Marine Education Project. Contains colored print which may not reproduce well.
Available from-Northern New England Marine Education Project, Univ. of Maine at Orono, 206 Shibles Hall, Orono, ME 04469 ($3.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Activity Units, Elementary Secondary Education, Environmental Education, *Interdisciplinary Approach, Intermediate Grades, Junior High School Students, *Map Skills, Marine Biology, Mathematics Education, *Navigation, *Oceanography, Seafarers
Identifiers-*Marine Education

Activities concerning navigational charts and aids are presented to help fifth- through ninth-grade students learn about the shape of the sea, its coast, and contours, and about the road signs of the sea which warn against danger and help mariners locate their positions. Teacher background information includes information on marine charts, navigational aids, lighthouses, and navigation. The multidisciplinary activities involve identifying lighthouse characteristics and chart symbols, reading about lighthouse keepers, writing poetry and log entries, and doing navigational problems. Lists of marine charts, government publications, books and articles, and places to visit are provided for the unit. Informational sheets and student handouts are included. (DC)

ED 211 375 SE 036 057

Butzow, John W. And Others

Is Our Food Future in the Sea? A Marine Education Infusion Unit on Aquaculture and Sea Farming. Revised Edition.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Grant-NSF-SER-8008177
Note-53p.; For related documents, see SE 036 055-059 and ED 177 012. Produced through the Northern New England Marine Education Project. Contains colored print which may not reproduce well.
Available from-Northern New England Marine Education Project, Univ. of Maine at Orono, 206 Shibles Hall, Orono, ME 04469 ($3.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Activity Units, Agriculture, Elementary Secondary Education, Environmental Education, *Fisheries, Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Junior High School Students, *Marine Biology, Oceanography, Science Activities, Science Education, *Water Resources
Identifiers-*Aquaculture, *Marine Education

Designed to introduce middle and junior high school teachers and students to aquaculture and sea farming, the information and lessons in this unit focus on the biology, economics, and gastronomics of these fresh and salt water activities. An extensive section containing teacher background information describes how to farm shellfish and finfish, summarizes major developments in aquaculture in the northern New England area, and discusses specific shellfish and other species. Five multidisciplinary activities focus on mussels, crayfish, and aquaculture equipment. The unit concludes with a simulation game about the oyster culture industry. Lists of organizational and commercial resources are provided as well as bibliographies of technical materials, general books, and cook books. Illustrations and student worksheets are included. (DC)

Butzow, John W. And Others

What Is Our Maritime Heritage? A Marine Education Infusion Unit on Ships and Sailing. Revised Edition.

Maine Univ., Orono. Coll. of Education.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-80

Grant-NSF-SER-8008177

Note-71p.; For related documents, see SE 036 055-059. Produced through the Northern New England Marine Education Project. Contains colored print which may not reproduce well.

Available from-Northern New England Marine Education Project, Univ. of Maine at Orono, 206 Shibles Hall, Orono, ME 04469 ($3.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Activity Units, Elementary Secondary Education, Environmental Education, Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Junior High School Students, Local History, *Marine Biology, *Navigation, North American History, *Oceanography, Water Resources

Identifiers-*Marine Education, Shipbuilding, *Ships

The heritage of ships and boats of northern New England serves as the focal point of this interdisciplinary unit for fifth- through ninth-grade students. Information on maritime heritage, buoyancy and flotation, building a whitehall rowing boat, masts and sails, basics of sailing, and northern New England ships and shipping is provided in the teacher's section. Corresponding illustrations are included. A variety of student activities involve making sailing and floating model boats,

singing sea chanties, playing board games, reading poems and prose, and making scrimshaw. Lists of print and nonprint resources and places to visit are provided. (DC)

ED 211 377 SE 036 059

Butzow, John W. And Others

What Adventures Can You Have in Wetlands, Lakes, Ponds, and Puddles? A Marine Education Infusion Unit on Wet Environments. Revised Edition.

Maine Univ., Orono. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80
Grant-NSF-SER-8008177
Note-57p.; For related documents, see SE 036 055-058. Produced through the Northern New England Marine Education Project. Contains colored print which may not reproduce well.
Available from-Northern New England Marine Education Project, Univ. of Maine at Orono, 206 Shibles Hall, Orono ME 04469 ($3.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Activity Units, Ecology, Elementary Secondary Education, Environmental Education, *Field Trips, Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Junior High School Students, *Marine Biology, Oceanography, *Science Activities, Science Education, *Water Resources
Identifiers-*Marine Education

Intended for use in middle and junior high schools, these nine classroom and field activities help students better understand the great diversity of natural communities and the complex interactions of aquatic organisms. A background information section presents teachers with an overview of wetlands, streams, lakes and ponds, and puddles. Classroom activities ask students to view films, participate in a food web exercise, create indoor wet environments using jars and a small children's plastic swimming pool, decorate the classroom with art projects, and study the human history of salt marshes. Field trips allow students to investigate a stream, saltwater marsh, lake, and the school-site watershed. Each activity outlines the objectives, field site when appropriate, materials, timing, and procedures. Teacher resources include lists of organizations, people, teaching units, places to visit, books, and films. Information sheets and student handouts are also included. (DC)

ED 211 378 SE 036 060

Theiss, Nancy Stearns, Ed. And Others

K.E.E.P. - Kentucky's Energy Education Program Activities for the Classroom, K-6.

Kentucky State Dept [illegible] Education, Frankfort.; Kentucky State Dept. of Energy, Frankfort.

Pub Date- 82

Note-164p.; For related document, see SE 036 061. Funds provided through the Kentucky Energy Conservation Plan.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Conservation Education, Elementary Education, Elementary School Science, *Energy, *Energy Conservation, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Learning Activities, *Science Activities, Science Education, State Programs

Identifiers-*Energy Education

Seventy-seven multidisciplinary activities for grades K-6 are contained in this revised edition of energy education lessons for Kentucky students. Section I introduces students to the topic of energy by emphasizing human interaction with the environment. It focuses on personal energy, food as the source of human energy, food chains, and the sun as the ultimate source of energy. Section II explores various types of energy sources available for human use and emphasizes renewable sources of energy. Students are encouraged to build and make workable models for demonstration. The last section focuses on ways in which people waste energy and the need to conserve and share limited natural resources. Each activity identifies the concept being taught, subject areas, materials, and procedure. Many indicate adaptations for other disciplines. The booklet is illustrated and contains student worksheets and a bibliography. (Author/DC)

ED 211 379 SE 036 061

Theiss, Nancy Stearns, Ed. And Others

K.E.E.P. - Kentucky's Energy Education Program Activities for the Classroom, 7-12.

Kentucky State Dept. of Education, Frankfort.; Kentucky State Dept. of Energy, Frankfort.
Pub Date- 82
Note-144p.; For related document, see SE 036 060. Funds provided through the Kentucky Energy Conservation Plan.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Conservation Education, *Energy, *Energy Conservation, *Environmental Education, Global Approach, Instructional Materials, *Interdisciplinary Approach, Learning Activities, *Science Activities, Science Education, Secondary Education, Secondary School Science, State Programs
Identifiers-*Energy Education

Seventy-four multidisciplinary activities for grades seven through twelve are contained in this revised edition of energy education lessons for Kentucky students. Section I helps students understand energy and the current crisis by studying laws which govern energy flow and using examples of how these laws illustrate stable energy utilization systems as found in nature. Section II provides instructions for building various workable models to illustrate the feasibility of alternative energy as a significant contribution to Kentucky's energy picture. Section III explains energy at home and in the schools in terms of the laws of thermodynamics, characteristics of systems of equilibrium, and the effect of particular kinds of energy on population. It addresses community issues including local sources of power, and local decision making and global issues including the impact of local energy decisions. The last section focuses on individual choices regarding lifestyle selections and their impact on the environment. It includes student worksheets. (Author/DC)

ED 211 380 SE 036 062

Harding, Lana, Ed. And Others

The 1981 Kentucky Area Environmental Energy Resource Guide.

Kentucky State Dept. of Education, Frankfort.; Kentucky State Dept. of Energy, Frankfort.

Pub Date-81

Note-34p.; Funds provided through the Kentucky Energy Conservation Plan.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Conservation Education, Elementary Secondary Education, *Energy, *Energy Conservation, *Environmental Education, Postsecondary Education, *Resource Materials, State Programs

Identifiers-*Energy Education

A compilation of environmental and energy education resources in Kentucky is provided in this guide. Many of the resource places listed were participants in the annual Kentucky Area Environmental Energy Resource Fair while others were entries which were updated and taken from A Teacher's Guide to Energy Resources in Kentucky.'' Section I alphabetically lists the name of each entry in the book. Section II provides the name, address, telephone number, contact person, and a brief description of each resource place listed in the first section. The last section identifies which of these resource places have publications and the name or kind of materials available. (DC)

ED 211 381 SE 036 068

Horton, Phillip B.

The Role of Teacher Characteristics and Personality in Student Learning in Individualized Science Programs.

Pub Date-Dec 81

Note-13p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Individualized Instruction, Learning, Personality Traits, Science Course Improvement Projects, Science Education, Science Programs, *Science Teachers, Secondary Education, *Secondary School Science, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, Teacher Influence

Identifiers-*Science Education Research

Seventeen selected research studies relating student learning with teacher characteristics and personality in grades 7-12 science classrooms are reviewed. Methodology, objectives, and major findings of the 1960 Teacher Characteristics Study'' and short summaries of nine additional studies are considered in the first section dealing with general studies on the topic. Seven studies reviewed in the second section focus on individualized science programs in general and the Intermediate Science Curriculum Study (ISCS) in particular. It is concluded that: (1) very little is known for certain about the relationships between teacher characteristics and personality, and teacher effectiveness in the classroom; (2) since the literature indicates that teachers who have received special training in conducting individualized science instruction will be more effective in facilitating student learning, science teacher training programs should include experiences with this instructional strategy; and (3) further research is needed to investigate relationships between teacher factors and student variables other than achievement. (Author/JN)

ED 211 382 SE 036 069

Robinson, James T. Tolman, Richard R.

Codebook for Human Sciences Knowing Module Activity Evaluation File, KNOWACT.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-31 Dec 81

Grant-NSF-SED-8013571

Note-469p.; For related documents, see SE 036 070-073.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-*Curriculum Evaluation, *Curriculum Research, Educational Research, Elementary School Science, *Elementary Secondary Education, Interdisciplinary Approach, Junior High School Students, Middle Schools, *Science Course Improvement Projects, Science Education, Secondary School Science, Statistical Analysis, Statistical Distributions

Identifiers-*Human Sciences Program, Science Education Research

This codebook for a machine-readable data file contains the frequencies for the value of 23 variables for each of the 3,173 student-activity evaluation interactions (cases) for the 44 activities in the Human Sciences Knowing Module. Students rated each activity on an eight-item, Likert-type scale and responded to open-ended questions about the activity. The Knowing module was field tested, Spring 1977, with a different student group and in different schools than participated in the field test of most of the Human Sciences program. (Author)

ED 211 383 SE 036 070

Robinson, James T. Tolman, Richard R.
Codebook for Human Sciences Data File, HSPALL.
Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Grant-NSF-SED-8013571
Note-626p.; For related documents, see SE 036 069-073.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-*Curriculum Evaluation, *Curriculum Research, Educational Research, Elementary School Science, *Elementary Secondary Education, Interdisciplinary Approach, Junior High School Students, Middle Schools, *Science Course Improvement Projects, Science Education, *Secondary School Science, Statistical Analysis, Statistical Distributions
Identifiers-Human Sciences Program, Science Education Research

This codebook for a machine-readable data file contains frequencies for the values of 1,275 variables for 734 student cases that comprise the field-test data from the BSCS Human Sciences curriculum project. This three-year interdisciplinary science curriculum, designed for 11- to 14-year-olds, was field-tested in seven middle and junior high schools in the United States with one student group, 1973 to 1976. (Author)

ED 211 384 SE 036 071

Robinson, James T. Tolman, Richard R.

Codebook for Human Sciences Activity Characteristics on Reviewer Evaluation File, HSACRE.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Dec 81
Grant-NSF-SED-8013571
Note-37p.; For related documents, see SE 036 069-073.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Evaluation, *Curriculum Research, Educational Research, Elementary School Science, *Elementary Secondary Education, Interdisciplinary Approach, Junior High School Students, Middle Schools, *Science Course Improvement Projects, Science Education, *Secondary School Science, Statistical Analysis, Statistical Distributions
Identifiers-Human Sciences Program, Science Education Research

This codebook for a machine-readable data file contains eight variables that describe the characteristics of 623 activities or activity parts that comprise the activities used in the field test of the BSCS Human Sciences Program, 1973 to 1976, and 1977, in middle and junior high schools in the United States. The file also includes 52 variables that present content and public reviewers' ratings of most of the activities. (Author)

ED 211 385 SE 036 072

Robinson, James T. Tolman, Richard R.

Codebook for Human Sciences Surroundings Module Activity Evaluation Files.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-NSF-SED-8013571

Pub Date-31 Dec 81

Note-20p.; For related documents, see SE 036 069-073.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Evaluation, *Curriculum Research, Educational Research, *Elementary Secondary Education, Interdisciplinary Approach, Junior High School Students, Middle Schools, *Science Course Improvement Projects, Science Education, *Secondary School Science, Statistical Analysis, Statistical Distributions

Identifiers-Human Sciences Program, *Science Education Research

This codebook for a machine-readable data file contains the frequencies for the values of variables for cases that are the individual activities in the Surroundings module of the BSCS Human Sciences Program. Students rated each activity on a six-item, Likert-type scale and responded to open-ended questions about the activity. Surroundings was one of four Level III Human Sciences modules field tested in 1975-76. (Author/PB)

ED 211 386 SE 036 073

Robinson, James T. Tolman, Richard R.

Codebook for Human Sciences Knowing Module Data File, HSPKNOW.

Biological Sciences Curriculum Study, Louisville, Colo. Center for Educational Research and Evaluation.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Dec 81
Grant-NSF-SED-8013571
Note-160p.; For related documents, see SE 036 069-072.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Curriculum Evaluation, *Curriculum Research, Educational Research, *Elementary Secondary Education, Grade 8, Interdisciplinary Approach, Junior High School Students, Middle Schools, *Science Course Improvement Projects, Science Education, *Secondary School Science, Statistical Analysis, Statistical Distributions
Identifiers-Human Sciences Program, Science Education Research

This codebook for a machine-readable data file contains frequencies for the values of 310 variables for 446 student cases that comprised the field test data from the testing of Knowing, a Level III module of the BSCS Human Sciences Program. This module was developed and field tested with eighth-grade students in middle schools and junior high schools in the spring of 1979. The module was tested with a different student group and in different schools than participated in the three-year field test of most of the Human Sciences Program. (Author)

ED 211 387 SE 036 074

Tetlow, Wendolyn, Ed.

Proceedings of the Special Needs Conference (Dingmans Ferry, Pennsylvania, August 7-11, 1981).

Pocono Environmental Education Center, Dingmans Ferry, Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Note-90p.; Contains photographs which may not reproduce well.
Available from-Director, Pocono Environmental Education Center, R.D. 1, Box 268, Dingmans Ferry, PA 18328 (no price quoted).
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adolescents, Conferences, Disabilities, *Environmental Education, Outdoor Activities, *Outdoor Education, *Physical Disabilities, *Program Descriptions, Science Activities, Science Education, Science Instruction, Secondary Education, *Secondary School Science

Prompted by the United Nations' International Year of Disabled Persons, personnel from environmental field centers and related facilities attended the Northeastern Conference on Outdoor Science Education for Physically Handicapped Adolescents. The two major purposes of the conference were: (1) to provide information and skills to environmental and science educators which will be of value in working with physically handicapped adolescents in outdoor science programs, and (2) to improve the quality of science education disseminated at outdoor centers and environmental education facilities so that it is accessible to physically disabled youths. Items compiled in these conference proceedings are a keynote address on society's low expectations, the introductory activity which involved action socialization experiences, one panel discussion on the handicapped in science and another on mainstreaming, 28 varied concurrent sessions, conference overview, evaluation, and lists of exhibitors and participants. Some of the session topics include funding, transportation, facility design, health needs, gardening, canoeing, staff training, and different curriculum materials and activities focusing on science and environmental areas. (Author/DC)

ED 211 388 SE 036 099

Fraser, Mollie And Others

Energy Conservation Activity Guide, Grades 9-12. Bulletin 1602.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.; Louisiana State Dept. of Natural Resources, Baton Rouge.
Pub Date-Jan 81
Note-469p.; Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-*Conservation Education, *Energy, *Energy Conservation, Environmental Education, High Schools, *Interdisciplinary Approach, Learning Activities, Natural Resources, Nuclear Energy, *Science Activities, Science Education, Secondary Education, *Secondary School Science, Solar Radiation
Identifiers-Alternative Energy Sources, *Energy Education

As an interdisciplinary, non-sequential teaching guide, this publication was developed to increase awareness and understanding of the energy situation and to encourage individuals to become energy conservationists. Sections provide background information for the teacher followed by a variety of student activities using different subject areas for grades 9-12 (art, language arts, social studies, music, mathematics, science). Some of the topics included are energy in Louisiana; energy demand; energy development in Louisiana; sources of energy; solar, nuclear, and geothermal energy; fossil fuels; wind; biomass; solid waste; gasohol; conservation; and energy futures. Each

activity identifies the subject area(s), objectives, materials, and procedures. A glossary, listing of free and inexpensive materials, and bibliography are provided. (Author/DC)

ED 211 389 SE 036 222

Hoppe, Catherine C.

Coastal Livelihoods and Crafts. Project CAPE Teaching Module.

Dare County Board of Education, Manteo, N.C.

Spons Agency-Bureau of Elementary and Secondary Education (ED), Washington, D.C.

Pub Date-Feb 82

Note-109p.; Not available in paper copy due to copyright restrictions.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness, *Elementary Education, Environmental Education, Grade 5, Grade 6, *Handicrafts, *Interdisciplinary Approach, *Learning Activities, Marine Biology, *Oceanography

Identifiers-Coastal Zones, *Marine Education

Twelve multidisciplinary activities for upper elementary students comprise this unit on occupations and crafts associated with the distinctive lifestyle of the people of North Carolina's coast and the Outer Banks. Some topics included are fishing, seafood, real estate, development, careers, crafts, and boats. Activities involve playing games, cooking, reading a play, making things, and discussing issues. Each lesson indicates skills used, lesson concepts, competency goals, objectives, materials, vocabulary, background information, teacher and student preparation, and activity procedures. Supplemental materials are provided for handouts and for constructing games and other items for the lessons. (DC)

ED 211 390 SO 013 572

Course Syllabi: High Expectations...High Achievement. Social Studies (and) History.

Henry County Public School, Paris, Tenn.; Murray State Univ., Ky.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-80
Note-62p.; Not available from EDRS in paper copy due to light print type throughout original document.
Available from-Murray State University, 230 Wells Hall, Murray, KY 42071

($1.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civics, Course Descriptions, Economics Education, Educational Objectives, Geography Instruction, *History Instruction, Junior High Schools, Learning Activities, Minimum Competencies, Psychology, Secondary Education, *Social Sciences, *Social Studies, Sociology, Teacher Developed Materials, *Teaching Methods, United States History, World History

The document describes social studies and history courses offered in the junior high and senior high schools of Henry County, Tennessee. The syllabi were developed as part of a Teacher's Corps Demonstration Project. The overall objectives of the syllabi are to inform students and parents of the minimum competencies expected in social studies and history courses at each grade level and to help students achieve course objectives. Course syllabi are categorized by grade level: Tennessee History (grade 7), United States History (grade 8), Civics (grade 9), World Geography (grades 10-12), Economics (grades 10-12), and American History (grades 11-12). For each course, information is presented on general overview, objectives, student requirements, learning activities, learning materials, community resources, prerequisites, and time required. Students are involved in a wide variety of activities, including identifying Indian tribes in Tennessee, listing tourist attractions, and identifying famous Tennesseans (grade 7); presenting reports on famous people (grade 8); giving examples of civic duties (grade 9); and preparing time lines on various topics, writing research papers, and preparing audiovisual materials to accompany class work (grades 10-12). (DB)

ED 211 391   SO 013 657

Summary Information on Master of Social Work Programs: 1981.
Council on Social Work Education, New York, N.Y.
Pub Date-81
Note-64p.; For a related document, see SO 013 658.
Available from-Council on Social Work Education, 111 Eighth Avenue, New York, NY 10011 ($6.00).
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Course Organization, *Doctoral Programs, Equivalency Tests, *Graduate Study, Graduation Requirements, Higher Education, *Masters Programs, Part Time Students, Practicums, Program Descriptions, School Registration, *Social Work, Transfer Policy, Tuition, *Universities, Work Study Programs

Brief descriptions are provided on 89 college and university programs offered in social work at the master or doctoral level. This report presents information about the programs of accredited graduate programs of social work and those schools working toward accreditation. The content areas of social welfare policy and services, human behavior and the social environment, and social work practice plus a spirit of scientific inquiry are required throughout the curriculum of these schools. Identified in the statements about the programs are: addresses, degrees offered, closing dates for filing applications, enrollment date for new students, academic time unit, tuition and related charges per semester, usual number of time-units required for graduation, usual time span from enrollment to graduation, subject emphases in the curriculum, practicum requirement, advanced standing, work study, and part-time study. Neither information about a baccalaureate degree in social work nor information about financial aid is included. An index of schools and an index of schools by states is provided. (NE)

ED 211 392 SO 013 658

Loavenbruck, Grant Crecca, Carol

Continuing Social Work Education: An Annotated Bibliography.

Council on Social Work Education, New York, N.Y.

Pub Date-80

Note-116p.; For a related document, see SO 013 657.

Available from-Council on Social Work Education, 111 Eighth Avenue, New York, NY 10011 ($6.50).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Certification, *Educational Philosophy, *Educational Policy, *Educational Theories, Evaluation Methods, Labor Utilization, Management Development, Organizational Change, Postsecondary Education, *Professional Continuing Education, *Program Development, *Social Work, Staff Development

Identifiers-*Andragogy

One hundred and forty-four citations, including the bulk of the publications that have appeared in the last ten years, are listed in this annotated bibliography on continuing social work education. It is intended for administrators, professional specialists, technical experts, adjunct teachers/trainers, administrators of host organizations, and the professional involved in agency-based staff development programs found in a host of social welfare and human service-related organizations. Publications listed include books, reports, journal articles, papers, and dissertations. Appropriate publications were chosen from the four basic bodies of literature social work, mental health, continuing professional education, and adult education/learning theory. The volume is arranged in four parts. Part one lists some publications which deal with continuing education (CE) practice and philosophy. Part two is devoted to theoretical underpinnings (adult learning, manpower utilization, organizational change, continuing social work and professional education theories and staff development, and inservice management training). Part three discusses continuing education methodologies (CE program planning and development, continuing education program (CEP) management, consumers of continuing education, needs assessment and evaluation, linkages in organizational relations, mediated technologies and adult education methodologies). Part four focuses on continuing education policies and related regulations such as licensing and certification. (NE)

ED 211 393 SO 013 671

Feimer, Nickolaus R.

Personality and Sociodemographic Variables as Sources of Variation in Environmental Perception.

Pub Date-25 Aug 81
Note-35p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 25, 1981). Study was part of author's doctoral dissertation, University of California, 1979.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Analysis, Demography, *Environmental Influences, Environmental Research, *Perception, Perception Tests, Personality, *Physical Environment, *Psychology, Research Needs, Socioeconomic Background

This research paper examines the relationship between individual differences in environmental perception, and variables which may be important in predicting, if not explaining those variations. The analyses reported were based upon an environmental perception research study previously conducted at the University of California at Berkeley during the years 1972-1974. The subjects of the study were 575 males and 573 females living in the San Francisco Bay area. This sample was drawn from three distinct subpopulations to ensure a range of socioeconomic strata, varying degrees of familiarity with the research site, and varying expertise in environmentally and non-environmentally related occupations. Subjects were presented with the environmental setting a typical suburban locale in California through four types of media: direct auto tour; auto tour color film; scale model color film; or scale model black and white videotape. The subjects then completed a battery of environmental assessment and evaluation procedures, and a battery of inventories assessing attitudinal, personality, and sociodemographic background characteristics. Analyses of this research indicated quite clearly that both personality and sociodemographic variables contribute meaningfully to the prediction of individual variations in environmental perception. Moreover, both sets of predictors contribute meaningfully to prediction even when the effects of the other respective set is statistically removed. Research is still needed across a wide range of environmental contexts and concerted efforts must be directed toward the development of valid measurement methods which may be administered in a brief time period, are easily scored, and readily integrated into the design process. (Author/RM)

Martorella, Peter H.
Cognition Research: Some Implications for the Design of Social Studies Instructional Materials.
Pub Date-10 Apr 79
Note-19p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Cognitive Style, Educational Objectives, *Educational Research, Elementary Secondary Education, Learning Theories, Models, Retention (Psychology), *Social Studies, Student Characteristics, *Textbook Preparation

This analysis considers several major areas in which cognition research would seem to have pregnant implications for the conscious design of social studies texts and sketches the ways in which the structure of texts might be shaped if research were applied. The first area discussed is matching texts to significant user characterics. There are at least four learner characteristics that may be profitably considered and which are typically ignored in text design. These are locus of control, conceptual tempo, cognitive style, and predominant mode of learning that is associated with the student's level of maturation. The first three of these characteristics can be measured through paper and pencil tests. Concerning the last characteristics, the instructional implication of research shows that, as children develop, they should be phased through activities that emphasize learning through acting upon phenomena, learning through visual forms of materials, and finally, learning through abstract or symbolic forms. The second area discussed is facilitating retention of key material. Ancient mnemonic techniques such as the pegword device could be incorporated into texts. A number of investigators have established the value of the systematic use of imagery in retaining information. The third area discussed is matching instructional models to learning objectives. The overall structure of texts may be shaped by the conscious use of instructional models. Established models exist and each implies a different organizational pattern for subject matter for efficient learning. (Author/RM)

ED 211 395 SO 013 712

Loney, Brian D.

NAEP, Race, Sex and Political Attitudes.

Pub Date-20 Nov 81
Note-23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November 20, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, *Educational Assessment, Elementary Secondary Education, Females, Males, Political Attitudes, *Racial Bias, *Sex Bias, *Social Studies
Identifiers-*First Social Studies Assessment (1972), *National Assessment of Educational Progress

This study was designed to examine the effects of race and sex on performance on selected affective exercises from the first social studies assessment conducted in 1971-72 by the National Assessment of Educational Progress (NAEP). Compared were the performances of black males versus other males, black females versus other females, black males versus black females, and other males versus other females. The attitude exercises measured attitudes concerning two topics. The first topic concentrated on commitment to rights guaranteed in the First Amendment to the Constitution of the United States. The second topic dealt with the concept of commitment to the worth of the individual. Results show that females performed better than males at all levels except the young adult, and blacks were consistently outperformed by others at all levels. Based on these results the study concluded that performance on some of the NAEP affective exercises was influenced by the sex and race of the respondent; the overall effects of race appeared to be greater than the overall effect of sex; and NAEP's sampling procedure has failed to provide the types of information needed to fully assess learning and attitudes in a pluralistic society. (Author/RM)

ED 211 396 SO 013 730

Lengel, James G. And Others

Vermont Elementary Law-Related Education Guide, 1981.

Vermont State Dept. of Education, Montpelier.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-81

Note-72p.; Not available from EDRS in paper copy due to poor legibility throughout original document. Some pages may not reproduce clearly from EDRS in microfiche.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizen Participation, *Citizenship Education, Conflict, Educational Objectives, Elementary Education, Learning Activities, *Legal Education, Power Structure, Teaching Guides, Teaching Methods

This guide is intended as an aid to elementary school classroom teachers in Vermont as they develop and implement legal education programs. It presents background materials for the teacher, 22 sample lessons drawn from various curriculum projects, and a bibliography of law-related resources. The document is presented in three major sections. In the first section, the guide is introduced and a rationale for law-related education is presented. In addition, the teaching strategies used in the sample lessons are introduced. The second section offers sample lessons on five topics the need for law, freedom, authority, fairness, and conflict. Students are involved in a wide variety of activities, including playing educational games, roleplaying, analyzing literary works such as ``The Tale of Peter Rabbit'' for relevant legal concepts, filling in charts and graphs, answering questions orally and in writing about case studies presented as part of several lessons, and devising rules to regulate class behavior. For each activity, information is presented on background, objectives, procedures, and reading selections. In the final section, suggestions are made to help teachers obtain and use a variety of outside resources for teaching law-related education. Suggestions refer to curriculum packages, ideas for using law-related resource people, and field-work in the school and/or classroom. The document concludes with a bibliography of children's books that lend themselves to teaching legal concepts. (Author/DB)

ED 211 397 SO 013 762

Wong, Kevin S.

Chinese in America, 1840-1943: A Bibliographical Introduction.

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.

Pub Date-20 Jan 81

Note-19p.; For related documents, see SO 013 763-769.

Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($1.10).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, *Asian Studies, *Chinese Americans, Ethnic Groups, *Ethnic Studies, *Immigrants, Racial Discrimination, Secondary Education

This annotated bibliography cites materials dealing with Chinese immigration into the United States from 1840 to 1943. The materials cited can be used at the secondary level. Only monographs books, sociological studies, dissertations, and government publications are included. The entries reveal that the quality of the published scholarly materials concerning the history of Chinese in America is quite varied. In general, there is no completely satisfactory history of the Chinese in America as of yet. The majority of the works included are reworkings of Mary Coolidge's 1909 publication . Chinese Immigration.'' While this is one of the classic works in the field, it is rather outdated and her unrestrained pro-Chinese sentiments often obscure the more complex

issues of racial interaction and economic competition. Another approach taken by some of the citations is that of Gunther Barth's Bitter Strength.'' Using primarily missionary letters from China and California newspapers reports, Barth argues that the actions of the Chinese were responsible for the racial discrimination they experienced. By placing the blame on the Chinese, Barth largely ignores the underlying social attitudes of the nineteenth-century Californians and thus distorts the evolution of the interaction between racism and economics. Recently, however there is a growing trend, for Chinese Americans to conduct their own research utilizing Chinese language sources and oral histories. Hopefully, with this latter trend, a complete, well-balanced history of Chinese Americans will be forthcoming. (Author/RM)

ED 211 398 SO 013 763

Wilkinson, Mark

Understanding Chinese-American Relations.

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.
Pub Date-81
Note-50p.; For related documents, see SO 013 762-769. Maps throughout document may not reproduce clearly from EDRS in microfiche or paper copy due to small print type.
Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($2.20 plus postage).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Asian History, *Asian Studies, *Chinese Culture, Comparative Analysis, Foreign Policy, *International Relations, Learning Activities, Secondary Education, Stereotypes, Units of Study
Identifiers-*China, *United States

This three-part unit on the history of Chinese-American relations is intended for use with secondary students. Each of the three segments of the program requires about one hour of teaching time. Objectives of the unit are to help students: (1) become aware of the problems of cultural barriers and cultural stereotypes as illustrated through the history of Chinese-American relations; (2) gain a greater understanding of the place of China in world civilization, and (3) learn the basic outline of the history of Chinese-American relations. The three parts of the unit are: The Problem of Cultural Stereotyping; China and the West; A Brief Comparison; and Chinese-American Relations in Historical Perspective. Each unit contains teacher instructions and student exercises and activities. Some examples include the following. Students critique and discuss a film which examines the history of American attitudes toward China and the Chinese. In another activity, students are given a list of adjectives used in a Gallup Poll surveying American opinions about the character of the mainland Chinese and asked to write a c'' after the words they would choose to describe the people of the People's Republic of China. Other activities involve students in studying and analyzing maps and timelines and critiquing and discussing a filmstrip which provides an historical perspective to Chinese American relations. (Author/RM)

ED 211 399 SO 013 764

Haimes, Barbara

Misty Mountains and Mountain Movers: Using Art and Literature in Teaching About Old and New China.

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.
Pub Date-78
Note-36p.; For related documents, see SO 013 762-769. Some pages may not reproduce clearly from EDRS in microfiche or paper copy due to fading ink.
Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($1.75 without slides, $16.00 with slides).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art, *Asian Studies, Bibliographies, *Chinese Culture, Interdisciplinary Approach, Learning Activities, *Literature, Philosophy, Primary Sources, Resource Materials, Secondary Education
Identifiers-China, Confucianism, Taoism

These learning activities can be used to show secondary level students how contemporary art and literature reflect the main trends of thought and values of the People's Republic of China. Students learn about two of the most important philosophies in old China Confucianism and Taoism. They also learn about new China (China since 1949). Students read and discuss primary source materials which include materials from the original texts of the Annalects'' and the Tao Te-Ching'' and poetry. Students also critique reproductions of paintings. Discussion questions are interspersed throughout the activities. The publication concludes with an annotated list of suggested resources, a bibliography on art and literature in China, and a listing of the Chinese classics. (Author/RM)

ED 211 400 SO 013 765

Green, Sandra Aili
Chinese Festivals and Customs.
Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.
Pub Date-80
Note-28p.; For related documents, see SO 013 762-769.
Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($1.50 without slides, $13.50 with slides).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Studies, Children, *Chinese Culture, Food, Housing, *Life Style, Marriage, Reading Materials, Secondary Education
Identifiers-Funerals, *Holidays

Traditional festivals and customs of the Chinese people are described in this publication which can be used with secondary level students. In the margins of the text are numbers which indicate slides and cultural objects that relate to the text. The text, however, can be used without the slides and objects. The following festivals are described: Chinese New Year (the most widely celebrated festival which falls around the end of January); Lion Dances and Roasted Pork (performed for many occasions e.g., at the grand openings of a new business); Ching Ming or Remembrance of Ancestors Day (people visit the graves of relatives and make offerings to them; falls on the 106th day after the winter solstice); Dragon Boat Festival (also known as Poet's Day, it commemorates the death of the poet Chu Yuan); Hungry Ghosts Festival (ceremony entails making offerings to the ghosts of those who died in poverty or without family); Mid-Autumn or Moon Festival (next to the New Year, Moon Festival is the most popular of Chinese festivals; takes place outside at night so that people can admire the moon); Double Tenth (marks the anniversary of the start of the Revolution of 1911); May Day (Communist Labor day); October First (independence day). Also described are customs regarding children, marriage, funerals, homes, taking meals, and tea. (Author/RM)

ED 211 401 SO 013 766

Oracle Bones and Mandarin Tones: Demystifying the Chinese Language.
Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.
Pub Date-79
Note-29p.; For related documents, see SO 013 762-769.
Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($1.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Studies, *Chinese, *Ideography, Learning Activities, Oral Language, Secondary Education, Second Language Learning, Symbolic Language, Written Language

This publication will provide secondary level students with a basic understanding of the development and structure of Chinese (guo yu) language characters. The authors believe that demystifying the language helps break many cultural barriers. The written language is a good place to begin because its pictographic nature is appealing and inspires confidence to decipher the rest. The first part of the publication presents and talks about some Chinese characters. After studying these characters, students are asked to translate a brief reading written mostly in English with some Chinese characters used for particular words and concepts. Chinese calligraphy is then discussed. To help students learn to write some characters, specific directions and illustrations are provided. A map showing where the various dialects are spoken is presented. The last part of the publication describes how to speak guo yu. A basic pronunciation guide is given. However, it is best if students can hear the language spoken. Teachers are asked to try to find a Chinese person to help them make a cassette tape of the simple conversation exercises. (Author/RM)

ED 211 402 SO 013 767

Kane, Tony

Chinese Cooking.

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.

Pub Date-80

Note-25p.; For a listing of related documents, see SO 013 762. Recipes may not reproduce clearly from EDRS in microfiche or paper copy due to small print type of original document.

Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($1.05).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Asian Studies, *Chinese Culture, *Cooking Instruction, *Food, Secondary Education, Units of Study

This unit, intended for secondary level students, is a general introduction to Chinese cooking. It is meant to inform students about the origins of Chinese cooking styles in their various regional manifestations, and it can be used to discuss how and why different cultures develop different styles of cooking. The first part of the unit, adapted from the Time-Life cookbook The Cooking of China'' by Emily Han, discusses the four basic types of Chinese cooking: northern, including Peking or mandarin style; coastal, including Shanghai; inland, including Sichuan and Hunan; and southern, centered in the city of Canton. The next part discusses how to plan a Chinese dinner. A word about some ingredients used in preparing Chinese food such as soy sauce and bean curd is included. The unit concludes with recipes for Chinese pepper steak, stir fried vegetables, ma po bean curd, sze-chuan cucumber relish, honey dew ham, cabbage with cream sauce, west lake fish, stewed pork in brown sauce, beef and oyster sauce, sweet and sour pork, minced chicken with corn soup, roast Peiping duck. A list of recommended books on Chinese cooking is included. (Author/RM)

ED 211 403 SO 013 768

Kane, Tony

An Introduction to Chinese Literature.

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.

Pub Date-80

Note-54p.; For related documents, see SO 013 762-769. Some pages may not reproduce clearly from EDRS in microfiche or paper copy due to small print type and fading ink.

Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($2.75).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Asian Studies, Bibliographies, *Chinese Culture, *Literature, *Poetry, *Prose, Resource Materials, Secondary Education, Units of Study

This unit will introduce secondary level students to Chinese literature. The first part of the unit discusses poetry which has always been the most highly prized form of Chinese literature. The discussion examines the Complete Tang Poems,'' the Book of Songs'' compiled by Confucius, the 'Songs of Chu,'' and the Li Sao.'' Students learn about the greatest poet of Sung China (960-1279), Su Dongpo who is considered the Chinese Renaissance man. Sample poems for students to analyze are included. In the second part of the unit students read about and discuss Chinese prose. Historical and philosophical writings dominate the great tradition of Chinese prose, but there is also a little tradition of fiction, drama, and story-tellers' tales that have remained popular through the ages. Study questions are provided. Sample selections of prose for student analysis are included. The unit concludes with suggestions for further reading. (Author/RM)

ED 211 404 SO 013 769

Taylor, Jeffrey R.

Sowing and Reaping a Revolution: Economic Change and Growth in the People's Republic of China, 1949-1981.

Michigan Univ., Ann Arbor. Project on East Asian Studies in Education.
Pub Date-81
Note-33p.; For a listing of related documents, see SO 013 762.
Available from-Project on East Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48109 ($1.55).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Asian History, *Asian Studies, *Chinese Culture, Economic Change, *Economics Education, Secondary Education, Units of Study
Identifiers-*China, Cultural Revolution (China)

This unit, intended for use with secondary students, presents background information on the Chinese economy. The subject warrants serious consideration because Sino-American trade has grown remarkable in the last decade and economic events occurring in China have the capacity to affect events in this country. The unit contains a six part narrative which students are to read. The parts are: The Setting in 1949: A War-torn and Shattered Economy; The First Five-year Plan; 1953-1957; The Great Leap Forward, Catastrophe, and Recovery, The Cultural Revolution; The Decade of the 1970s: Recovery from the Cultural Revolution, the Death of Mao, and Major Policy Changes; and Conclusion. In the introduction the author suggests the use of visiting speakers, audiovisual displays, and student presentations to supplement the reading materials. A list of films on the Chinese economy which are available from the Media Center of the University of Michigan concludes the lesson. (Author/RM)

ED 211 405 SO 013 771

Pratt, Fran
What's It All About?
Acton-Boxborough School District, Acton, Mass.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-4 Nov 81
Note-9p.; For related documents, see SO 013 772-777.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aging (Individuals), *Aging Education, Consultants, Elementary Secondary Education, Inservice Teacher Education, Libraries, *Older Adults, Professional Training, Program Descriptions, Publications, Resource Materials, School Community Programs, Teacher Workshops, Validated Programs, Volunteers
Identifiers-Intergenerational Programs, *Teaching and Learning about Aging Project

This paper describes the ``Teaching and Learning about Aging'' project of the McCarthy-Towne School, Acton, Massachusetts. In its third year of operation, the project is designed to integrate education about aging with the general curriculum for all K-12 students and to promote opportunities for intergenerational contact between people of different ages. The project has been evaluated by the Educational Testing Service and validated for diffusion by the Massachusetts Department of Education. A description of project activities follows. A 30-hour inservice course for teachers has been developed. In the course, teachers explore attitudes about aging and the aging process and related political and economic issues and review models and materials for the classroom. To date 120 teachers have completed this course. Curriculum workshops to help teachers integrate information about aging into their regular curriculum are being conducted for teachers who complete the inservice. The project has developed many publications including a sourcebook for teachers, an analysis kit on ``Ageism in Literature,'' an annotated bibliography of literature on aging categorized by grade levels, and curriculum plans for teachers. To involve the community, the project has sponsored a variety of special programs and events. Senior citizens serve as aides, tutors, guest speakers, and demonstrators of crafts and skills. A resource center library on aging has been developed. The project is now offering its consulting services including teacher training and curriculum materials to other communities which are interested in adopting programs on aging education. (Author/RM)

ED 211 406   SO 013 772

Pratt, Fran

Education for Aging. A Teacher's Sourcebook.

Acton-Boxborough School District, Acton, Mass.
Spons Agency-American Association of Retired Persons, Washington, D.C.; Department of Education, Washington, D.C.; National Retired Teachers Association, Washington, D.C.
Pub Date-81
Note-202p.; For related documents, see SO 013 771-777. Some photographs may not reproduce clearly from EDRS in microfiche.
Available from-Teaching and Learning about Aging Project, McCarthy-Town School, Charter Road, MA 01720 ($10.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aging (Individuals), *Aging Education, Annotated Bibliographies, Economic Factors, Elementary Secondary Education, Futures (of Society), Learning Activities, *Older Adults, Politics, Resource Materials, Retirement, Social Attitudes, Teaching Guides, Validated Programs, Work Attitudes
Identifiers-Intergenerational Programs, Teaching and Learning about Aging Project

This sourcebook contains background readings for teachers and suggests learning activities and resources for teaching about aging at the secondary level. During the lifetimes of present students, the population 65 and over will grow from 11% to 20%. Most children now in school will live well beyond their 70th birthday. There is, therefore, a critical need to prepare this longest-lived generation for life in an older society, to foster more positive attitudes toward older people, and to increase understanding of aging and related issues. The sourcebook is comprised of seven chapters, each of which treats a particular topic. These are: what it means to grow old, attitudes about aging, aging in other times and places, the economics of aging, work and retirement, politics and aging, and longevity and the future. The format of each chapter is essentially the same, containing the following components relating to each topic: a narrative review of current information, a chapter summary in the form of myths and facts, a set of suggested learning activities, a glossary, and recommended readings for further study. Suggested learning activities are many and varied and include having students conduct oral history interviews with an elderly person, select and discuss quotations about aging, analyze advertisements in terms of images of age groups, and analyze statistics. The sourcebook concludes with an extensive bibliography of additional resources including books, articles, curriculum materials, audiovisual resources, government publications, and organizational resources. (Author/RM)

ED 211 407 SO 013 773

Frost, George

Confrontation: Aging in America.

Acton-Boxborough School District, Acton, Mass.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-81

Note-28p.; For related documents, see SO 013 771-777.

Available from-Teaching and Learning about Aging Project, McCarthy-Towne School, Charter Road, Acton, MA 01720 ($2.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aging (Individuals), *Aging Education, Learning Activities, *Older Adults, Secondary Education, Social Attitudes, Social Studies, Social Values, Stereotypes, Teacher Developed Materials, Teaching Guides, Validated Programs, Volunteers

Identifiers-Intergenerational Programs, Teaching and Learning about Aging Project

This publication contains two activities on aging for use with secondary students. The activities are designed to challenge the prevailing myths about growing old, to provide students with better information, and to foster more positive attitudes about older people. In the first activity, which will take about five class periods, students clarify their values about aging and analyze the vehicles through which these attitudes are transmitted in society. Students take tests of knowledge and attitudes about aging, analyze ageist cartoons and advertisements, and discuss a film involving a conflict between teenage girls and an elderly shopping bag lady. The second activity, which will take approximately four class periods, involves direct interaction with elderly individuals who, by their own personalities and behavior, challenge many of the perceptions the students are likely to have of older people. Older volunteers are invited to visit the class for small group rap sessions with students. In preparation for the discussions, the students and the older volunteers meet separately to generate questions each group would like to ask the other. The activity ends with a brief evaluation of the experience. The kind of information provided for each activity includes an overview, objectives, a list of materials needed (the activities are self-contained except for the film), a discussion of advance preparation, day-by-day teacher instructions, questions to stimulate classroom discussion (along with possible answers), and student handouts. (Author/RM)

ED 211 408 SO 013 774

Betourney, William

Demographics of Aging: Implications for the Future.

Acton-Boxborough School District, Acton, Mass.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-81

Note-64p.; For related documents, see SO 013 771-777.

Available from-Teaching and Learning about Aging Project, McCarthy-Towne School, Charter Road, Acton, MA 01720 ($4.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Aging (Individuals), Aging Education, Cohort Analysis, *Demography, Economic Factors, *Futures (of Society), Learning Activities, *Older Adults, Politics, *Population Education, Secondary Education, Sociocultural Patterns, Teacher Developed Materials, Teaching Guides, Validated Programs

Identifiers-Intergenerational Programs, Teaching and Learning about Aging Project

Through a series of four successfully field-tested activities, secondary students examine the changing age structure of the U.S. population and consider some of the implications for the future as the proportion of elders increases and the proportion of youth declines. In the first activity Age/Sex Pyramids,'' students use population census data to construct age/sex pyramid graphs for the years 1960, 1975, and 2000. Age Dependency Ratio'' is examined in the second activity. Students compute age-dependency ratios for each of the age/sex pyramids and discuss possible effects on society. The age-dependency ratio is a number value that indicates the proportion of nonproducing numbers in a population compared to all members of that population. In an evaluation exercise for the first two activities, students are required to construct an age/sex pyramid for Mexico, demonstrating their comprehension of the objectives of the first two activities, in a cross-cultural setting. The third activity deals with the Economics of Aging.'' Students examine data on the economics status of the elderly with a focus on social security and discuss alternative plans for meeting the future needs of the elderly. How Would You Vote?'' is the topic of the fourth activity. In a simulation game, students play the roles of elders making economic and political decisions and examine how shifts in population from one age cohort to another affect the political climate. The third and fourth activities are evaluated through a test and an oral review. Teachers' materials, transparencies, and student handouts are provided for each activity. (Author/RM)

ED 211 409 SO 013 775

Dodson, Anita E. Hause, Judith B.

Realistic Portrayal of Aging. An Annotated Bibliography.

Acton-Boxborough School District, Acton, Mass.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-81

Note-71p.; For related documents, see SO 013 771-777.

Available from-Teaching and Learning about Aging Project, McCarthy-Towne School, Charter Road, Acton, MA 01720 ($4.00).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, *Aging (Individuals), Aging Education, Annotated Bibliographies, Biographies, Childrens Literature, Elementary Secondary Education, Fables, Fiction, Higher Education, Legends, Novels, *Older Adults, Reading Materials, Reading Material Selection, Reference Materials, Short Stories, Validated Programs

Identifiers-Intergenerational Programs, Teaching and Learning about Aging Project

This annotated bibliography cites selected reading materials for all age levels that present aging and the aged realistically with a full range of human behaviors. The listing is meant to serve as a resource to educators who wish to develop positive attitudes in children and in adolescents about the elderly and about themselves. Educators should realize that both personal and societal attitudes held by authors are often reflected in their work. When this happens, books help to form and to reinforce the ideas that young people acquire about the aged, including how young people will approach their own aging. Therefore, to eradicate negative attitudes and to develop positive ones, it is imperative for educators to be careful when selecting books and to be aware of the images that they convey to young readers. Books that present death as part of the life cycle have been included in the list. There are three major sections: Children's Literature, Kindergarten Third Grade; Children's Literature, Fourth Sixth Grades; and Literature, Seventh Grade Adult. The kinds of materials listed include picture books, fiction, fables, legends, tall tales, short stories, reference biographies, and novels. (Author/RM)

ED 211 410 SO 013 776

Peters, Eileen

Teaching and Learning About Aging. Evaluation Report.

Acton-Boxborough School District, Acton, Mass.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jul 81
Note-43p.; For related documents, see SO 013 771-777.

Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aging (Individuals), *Aging Education, Cognitive Measurement, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, Evaluation Methods, *Older Adults, *Program Evaluation, Secondary School Students, Secondary School Teachers, Student Attitudes, Validated Programs
Identifiers-Intergenerational Programs, *Teaching and Learning about Aging Project

This evaluation study determined the extent to which teachers and students involved with the Teaching and Learning About Aging (TLA) project experienced cognitive growth and attitudinal change. The major purpose of the TLA project was to help students understand aging and related issues and to foster more positive attitudes toward aging and older people. In all, 33 curriculum modules were implemented during 1980-81. Of these, eight modules, offered to youngsters at four grade levels (primary, elementary, junior high, and senior high) were selected for summative evaluation. In addition to grade level, modules were chosen to represent a number of schools, a variety of curriculum content, and differences in instructional approach. Each of the experimental units was matched with a control group. For teachers, the experimental group was comprised of 33 K-12 teachers, two library assistants, and one clergyman. The project conducted an inservice course for these educators. Thirty-two teachers constituted the control group. The four evaluation instruments utilized are described in the report. Findings include the following. As a result of the TLA inservice course, teachers did demonstrate increased knowledge about aging. Of the seven curriculum units for which complete data sets are available, four had a statistically significant impact on students' attitudes toward aging, or understanding of the aging process and age related issues. Instruments are included in the appendix. (Author/RM)

ED 211 411 SO 013 777

Dodson, Anita E. Hause, Judith B.

Ageism in Literature. An Analysis Kit for Teachers and Librarians.

Acton-Boxborough School District, Acton, Mass.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-81
Note-14p.; For related documents, see SO 013 771-776.
Available from-Teaching and Learning about Aging Project, McCarthy-Towne School, Charter Road, Acton, MA 01720 ($1.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aging (Individuals), *Aging Education, Content Analysis, Critical Reading, Elementary Secondary Education, Evaluation Criteria, Guidelines, *Older Adults, Stereotypes

Identifiers-Intergenerational Programs, Teaching and Learning about Aging Project

This kit contains two components which will help teachers and librarians become aware of the problems of ageism in literature and examine materials currently in use. The first component, entitled Problems of Ageism in Literature,'' is a brief, but comprehensive, position paper on the particular ways in which literature may adversely affect the reader's attitudes about aging and older people. Literature has contributed toward educating children to the beliefs that older people are unimportant and that the later years are not an enjoyable time of life. This is also damaging to the elderly, as it destroys their self-esteem. Stereotyping of our older population is so subtle and so pervasive that replacing current ideas with factual information and positive attitudes is an enormous task for teachers. Educators should not condemn all the literature containing stereotypic images or remove these books from the shelves. They must be sensitive to the issue of ageism and utilize critical-reading skills in evaluating prejudice. Things to look for in literature include illustrations, personality traits older people are said to have, their physical traits, behavioral characteristics, occupational role, character role, and ethnic and racial composition. The second component Analyzing Literature for Ageism'' offers a set of guidelines, instructions, and a simple instrument for analyzing materials in terms of ageist content. (Author/RM)

ED 211 412 SO 013 778

Terry, Charles L., Ed.

Knowledge Without Goodness Is Dangerous. Moral Education in Boarding Schools. Report of the Summer Institute on Moral Education held at Phillips Exeter Academy (Exeter, New Hampshire, June 18-30, 1978).

Phillips Exeter Academy, Exeter, N.H.

Report No.-ISBN-0-939618-00-1

Pub Date-81

Note-141p.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Boarding Schools, Developmental Stages, *Ethical Instruction, Moral Development, Program Descriptions, Secondary Education, *Values Education

Moral education in boarding schools is the topic of this publication which includes summaries of the proceedings of the Bicentennial Summer Institute sponsored by Phillips Exeter Academy in June 1978. Interspersed throughout are passages from a journal kept by a participant in the Institute. The contextual and didactic approaches to moral education are discussed. The relation of moral judgment to action is examined by a discussion of a well-known study done by Haan, Smith, and Block (1968) at the University of California at Berkeley. Another topic addressed is the moral atmosphere of a school and matters of governance. A summary of Lawrence Kohlberg's presentation about stages of moral development is presented. Descriptions of moral education programs which have been successfully implemented in boarding schools are presented. (Author/RM)

ED 211 413   SO 013 779

Procedural Handbook, 1978-79 Music Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-0-89398-188-5; NAEP-10-MU-40
Pub Date-Dec 81
Grant-NIE-G-80-0003
Note-83p.; For a related document, see SO 013 741.
Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($7.70).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administration, Cognitive Ability, Data Collection, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Music, Music Education, National Surveys, Sampling, Scoring, Student Attitudes
Identifiers-*National Assessment of Educational Progress, Second Music Assessment (1979)

This handbook describes the procedures used to administer and analyze the results of the 1978-79 national music assessment of the National Assessment of Educational Progress (NAEP). It also describes changes in procedures between the first NAEP music assessment conducted in 1971-72 and the 1978-79 assessment. Each assessment surveyed the music achievement and attitudes of American 9-, 13- and 17-year-olds, using a deeply stratified, multistage probability sample design. The purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The eight chapters cover objectives redevelopment, exercise creation, preparation of assessment booklets, sampling, data collection, scoring, data analysis, and reporting. Each chapter explains the basic procedures used for the 1978-79 assessment and contrasts these procedures to those used in earlier years if there were changes. Appendices, which comprise over half of the handbook, contain materials covering definitions of reporting groups, forms used to gather background information about students and schools, response rates, computation of achievement measures and procedures for smoothing respondent weights. A glossary of NAEP terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

ED 211 414 SO 013 780

A Guide to Social Studies Curriculum Development for Missouri Educators.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Pub Date-80
Note-192p.; Photographs and some charts may not reproduce clearly from EDRS in microfiche or paper copy.
Available from-Missouri Testing and Evaluation Service, 408 Hitt Street, Columbia, MO 65211 ($2.50, quantity discounts available).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Controversial Issues (Course Content), *Curriculum Development, Curriculum Evaluation, Definitions, Educational Objectives, Elementary Secondary Education, Evaluation Methods, *Instructional Improvement, Learning Activities, *Social Studies, Textbook Selection, Values

This guide is designed for K-12 teachers, administrators, and local curriculum committees to help them clarify the purposes of social studies and use constructive strategies for instructional improvement. It is based on the ideas that social studies is basic to the education of citizens and that social studies curricula ought to be determined locally within the framework of state law. There are nine chapters. The first chapter discusses the purpose of the guide. A definition of social studies and basic sources of information upon which social studies teachers may draw are provided in chapter two. Chapter three discusses how to develop a social studies curriculum at the local level. The fourth chapter examines basic assumptions values, controversy, and social studies to consider when developing rationales for social studies programs. Goals and objectives and how to develop a K-12 sequence for social studies are the topics of chapters five and six. Chapter seven discusses resources for and types of social studies learning activities. How to select instructional materials and evaluation techniques are dealt with in chapters eight and nine. The appendix cites resources for social studies teachers including national organizations, organizations specific to Missouri, and museums and historic sites. (Author/RM)

ED 211 415 SO 013 789

Hoy, Don R.

Geography and Literature: Unity and Reality.

Pub Date-Oct 81
Note-13p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Pittsburgh, PA, October, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Geographic Concepts, *Geography, *Geography Instruction, Higher Education, Interdisciplinary Approach, *Literature, Novels, Science Fiction, Secondary Education, Teaching Methods

This paper discusses the role that geography plays in the enhanced comprehension of some literature. One way to demonstrate the value and utility of geography is to show how geographers can contribute to other fields and the interrelationships with other disciplines. Many novelists have used geographical concepts to good advantage. Examples include James Michener, William Faulkner, Phillip and Juilana Muehreke, Agatha Christie, Dorothy Sayers, and John Steinbeck. Nevil Shute's The Legacy'' illustrates a number of geographic concepts such as industrial location, threshold values, take off points, and the multiplier effects. If writers have incorporated geographic materials into their works, the reverse is also true. There is considerable precedent for the use of literary works by geographers. For example, the geographer William Rabiega prepared a bibliography on the use of science fiction as an indicator of possible future conditions as they relate to the environment. A recent survey of teaching techniques utilized in courses on Latin American politics shows that over 40% of the respondents utilized works of fiction as a pedagogic device, and all instructors who used fictional materials reported that they were effective. The two concepts that tie geography and literature together are unity and reality. (Author/RM)

ED 211 416 SO 013 790

Woolever, Roberta

Sex Equity in Teacher Education.

Pub Date-20 Nov 81
Note-19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies, CUFA (Detroit, MI, November 20, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Accreditation (Institutions), Elementary Secondary Education, Higher Education, Intervention, Methods Courses, Multicultural Education, *Preservice Teacher Education, Program Descriptions, Resource Materials, Sex Differences, *Sex Fairness, *Teacher Education, Teacher Educator Education

This paper discusses ways to ensure sex equity in teacher education. Teachers, teacher education, textbooks, and the materials teachers choose to use in the classroom tend to stereotype and discriminate on the basis of sex. Teacher educators have a responsibility to try to intervene. Such intervention is especially appropriate since research has shown that nonsexist teachers and nonsexist teaching materials can have a positive effect on students' attitudes about appropriate roles for themselves and others. The paper describes various intervention programs designed to promote sex equity in preservice teacher education programs. Quality preservice materials that have been developed and field tested are described. The best single source for these materials is the Women's Educational Equity Act Publishing Center. To date, the extent to which sex equity has been included in programs has to a large extent depended on individual teacher trainers. With the new National Council for the Accreditation of Teacher Education (NCATE) Standards, effective since 1979, this situation is changing and training in sex equity is becoming a nationally acknowledged and enforced standard. The new NCATE standards include multicultural education, which is defined to include the study of sexism, as a criterion. Of the institutions reviewed by NCATE in 1979, not one of the basic programs denied accreditation was cited for weakness in multicultural education. The paper concludes with suggestions for action for teacher educators. (Author/RM)

ED 211 417 SO 013 791

Conolly, Geoffrey K.

Concepts in Geography as A Basis for Curriculum.

Pub Date-Apr 81

Note-15p.; Paper presented at the Annual Meeting of the Association of American Geographers (Los Angeles, CA, April 19-22, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Education, Concept Formation, *Concept Teaching, *Curriculum Development, Definitions, Developmental Stages, Foreign Countries, *Geographic Concepts, *Geography Instruction, Learning Processes, Secondary Education, *Teacher Education, Teaching Methods

Identifiers-Australia

This paper discusses a concept-based approach to teaching secondary geography. It is intended to help teachers in Australia write suitable geography programs and adopt teaching practices appropriate to the 1980s. A useful way to understand concept'' is to put the idea in a context with the definitions of other words such as fact, information, knowledge, percept, generalization, and principle. Conceptual thinking involves the mental grouping of phenomena. Geography's place in the school curriculum is based on its contribution both to the student's acquisition of useful knowlege about the world in which he lives and to his development of abilities in thinking that can help him understand, cope with, enjoy, and contribute to that world. The teacher has a vital role in the efficiency of concept formation by selecting relevant information, posting appropriate questions, and helping students clarify their ideas. It is important that teachers clarify their understanding of how concepts may be viewed as hierarchial and developmental. Teachers must have an understanding of the learning processes involved in concept formation. They must also be aware of the students' developmental stages and be able to determine the stage of thinking attained by the students. (Author/RM)

ED 211 418 SO 013 792

Pattison, William D.

Text of Report on TLGG Project (Project on Teaching and Learning in Graduate Geography).

Chicago Univ., Ill. Dept. of Geography.

Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.

Pub Date- 73

Grant-SED73-10499

Note-94p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Conferences, *Doctoral Programs, *Geography Instruction, Higher Education, *Internship Programs, Practicums, Program Descriptions, Program Evaluation, Student Attitudes, Student Reaction, *Teaching Assistants, Teaching Experience

Identifiers-*Teaching Learning in Graduate Geography Proj

This report describes the conferences, local programs, and student experiences in year two of the Teaching and Learning in Graduate Geography (TLGG) project, a cooperative effort between university geography departments and the Association of American Geographers. The major purpose of the project was to demonstrate ways to incorporate teaching preparation into the programs of doctoral graduate students. The report is intended to help future directors of departmental teaching preparation programs and future organizers of national projects of the TLGG type. There are three major parts to the report. Part one describes the three national conferences convened to help the 16 participating university doctoral programs establish objectives and organize their training programs, which usually consisted of an orientation program, a seminar, and/or a practicum. Part two discusses the teaching assistantship programs which the 16 universities sponsored for their doctoral students. Successes and problems are noted. Part three describes the experiences of the doctoral students who participated in the program. Students filled out questionnaires and were interviewed about the effects of the program on their development as teachers. Teaching methods used in the training program are evaluated. Sixty percent of the students made strong positive statements about their development as teachers as a result of participation in the program. (Author/RM)

ED 211 419 SO 013 797

Education for a Global Perspective: A Presentation to the Board of Regents.

New York State Education Dept., Albany. Center for International Programs and Comparative Studies.
Pub Date-Dec 80
Note-30p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Economic Factors, *Educational Needs, Elementary Secondary Education, *Global Approach, Higher Education, International Education, International Educational Exchange, Political Influences, Program Descriptions, Second Language Instruction, Social Influences, Study Abroad, Teacher Education, World Affairs

Education for a global perspective and its implications for the state of New York are discussed. Economic, political, and social factors are examined. If New York's business community is to succeed in turning around the state's economy and if it is to capitalize upon the uniquely international setting and history of New York state, it will need far stronger support from the state's educational establishment, especially from colleges where languages and international education are taught. Instruction must coincide with business needs. Fewer than one percent of college-aged Americans are now enrolled in any course which specifically relates to international areas. Only about one percent of college professors go abroad each year. One to two percent of college students participated in study abroad programs last year. Of secondary students, only 16% are enrolled in foreign language courses at present. The Iranian crisis and the anti-American wave that swept over West and South Asia in 1979 have highlighted the urgency of both political and educational responses. New York state has already undertaken many cultural and international activities of note. In 1961, the New York State Education Department established a Center for International Programs and Comparative Studies which operates as a principal organizer for international education in schools, universities, and adult education. Discussed are eight focal points for future policy directions including adult and community learning programs, infusion of global perspectives in the curriculum, preservice and inservice training of teachers, second language facility, international business education, educational and cultural exchanges, and research and coordination. (Author/RM)

ED 211 420 SO 013 798

Mason, Mary, Comp.
Africa South of the Sahara: A Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date-81
Note-23p.; Not available from EDRS in paper copy due to small print throughout original document.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-African History, Annotated Bibliographies, *Black Studies, Higher Education, Library Catalogs, *Reference Materials

This annotated bibliography has been compiled as an introduction to reference resources for college-level African studies and to suggest useful tools for literature searches. It is a guide to materials in the library of McGill University. Call numbers are included. The titles cited refer to Africa South of the Sahara as a whole or to large sections of Africa. Many specialized bibliographies relating to individual countries have been excluded. Also excluded are the basic tools for political science, sociology, anthropology, geography, and economics. Cited are encyclopedias, handbooks, news digests, biographical dictionaries, atlases, directories, bibliographies, theses and research in progress, archival materials, serials and newspaper lists, and monographs. (Author/RM)

ED 211 421 SO 013 800

Klein, Ethel

The State and the Political Mobilization of Women: Bargaining for the Feminist Agenda, 1900-1975.

Pub Date-Sep 81
Note-26p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September, 3-6, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Employed Women, Evaluation, *Federal Legislation, *Feminism, Futures (of Society), Organizational Effectiveness, *Sex Discrimination, Sex Fairness, Success

This analysis examines when and how the state facilitated or repressed the emergence and success of the Women's Liberation Movement for the period between 1900 to 1975. The Feminist Movement has placed women's issues on the agenda, but that does not mean that they have been successful. Examples of the kinds of efforts the state is currently willing to extend include the following: the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964 which was to insure equal employment opportunity, and President Kennedy's Executive Order in 1961 in which he charged a committee with implementing equal employment opportunities in government employment and in the employment of government contracts. The intended impact of these actions, however, is very limited due to either the scope of coverage or lack of enforcement/sanctioning power. In the short term, an analysis of current gains suggests that legislative efforts have been marginal in addressing women's labor market problems. The long term implications of the legislative procedures are harder to evaluate. The vagueness and symbolic nature of state regulatory policies do not necessarily mean that they can never be converted into means of generating tangible resources. If this process can come about, it requires long-term, sustained effort on the part of the challenging group. The women's movement had and has at its disposal many resources crucial to this conversion process including organization, money, numbers, public support, expertise, and sympathizers in the bureaucracy. (Author/RM)

ED 211 422 SO 013 801

Gildea, Ray Y.

Aspects of Ethics As They Affect Social Science Curriculums.

Pub Date-Oct 81
Note-10p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Pittsburgh, PA, October, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Objectives, Educational Trends, *Ethical Instruction, Higher Education, *Social Sciences, *Values Education

This paper discusses the current interest in values and moral education and briefly comments on how they affect college level social science curricula. Many contemporary educators and scholars hope that a renewed emphasis on moral education will achieve the following goals: (1) introduce normative inquiry into higher learning, in order to supplement the typically narrow and value-free methodology of contemporary academic disciplines; (2) revitalize liberal education, especially the humanities, and restore the integrative focus that has been lost; (3) prepare students to effectively and adequately deal with critical human choices, especially, those that have moral consequences; and (4) provide an education that affects both conduct and thought, the founding of character as well as the development of intellect. Today, after several centuries of taking things apart and putting them in separate boxes, a more integrated concern for human space, time, and structure (geography, history, and mathematics), as well as a deep need to reflect upon what we do and what we are (philosophy), are coming to the fore once again. One kind of learning central to the role of an educated person in our society is the concern to feel a personal sense of responsibility for the situation as a whole. The management of population, food, energy, and resources has been revealed as a single issue. A listing of selected books and articles on the teaching of ethics is included in the paper. (Author/RM)

ED 211 423

SO 013 802

Voices for Women. 1980 Report of the President's Advisory Committee for Women.

President's Advisory Committee for Women, Washington, D.C.
Pub Date-80
Note-200p.; Photographs throughout the document may not reproduce well from EDRS in microfiche or paper copy.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($7.00 Stock Number 029-022-00061-4).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Education, Employment, Federal Legislation, *Feminism, Health, Human Services, Sex Discrimination, *Sex Fairness
Identifiers-Equal Rights Amendment

This report presents the recommendations of the President's Advisory Committee for Women, a blueprint for action to complete the unfinished business of bringing equality and fair treatment to the women of the United States. The report is divided into six chapters. Chapter I describes the Committee's mandate, its tasks, and the process that led ultimately to this report. Chapter II presents an overview of the legislative history of The Equal Rights Amendment (ERA), sets forth reasons why the ERA is needed, describes recent Federal initiatives, and lists recommendations. Chapters III through IV cover the most critical issues in each of the broad areas of the Committee's agenda: Education, Health, Human Services, and Work and Income Security. Each of these chapters contains an overview of the major issues in the field and a report of what was said about them at the hearings. Issues selected for inclusion were those most frequently raised at the hearings. At the end of the discussion on each issue, the Committee's primary recommendation appears. Additional recommendations are included at the end of several chapters. Also included in each section is a selection of federal initiatives that have been taken to address the problem. Appendices include the executive order establishing the President's Advisory Committee for Women, a list of Committee Members, a compendium of government initiatives responding to the Planks Project, and a public Agenda Foundation study. (Author/RM)

ED 211 424 SO 013 803

Kohler, Fred

A Natural Hazards Workbook.

Pub Date-18 Oct 80

Note-35p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Des Moines, IA, October 18, 1980). Maps may not reproduce clearly from EDRS in microfiche or paper copy due to small print type.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers

(150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Course Descriptions, *Curriculum Development, *Geography Instruction, Higher Education, Workbooks

Identifiers-Earthquakes, Floods, Hurricanes, Lightning, *Natural Disasters, Tornado Protection, Volcanoes

This paper discusses the development of and provides examples of exercises from a student workbook for a college-level course about natural hazards. The course is offered once a year to undergraduates at Western Illinois University. Students are introduced to 10 hazards (eight meteorological plus earthquakes and volcanoes) through slides, movies, and filmstrips. Handouts regarding each provide information about the physical characteristics of the hazard, its geographical distribution in the United States, and the safety measures appropriate to reduce the rise of injury or death. The textbook used in the course is The Environment As Hazard'' by Burton, Kates, and White. To supplement course materials the student workbook was developed. Each of the 10 exercises comprising the workbook begins with a brief introduction to the hazard. A brief discussion and/or supplemental reading are recommended before each exercise is begun by the students. Data prepared by federal agencies comprise the single most important source of information for the exercises. Many tables and maps are used. A discussion of certain hazards is augmented by case studies. To illustrate how different types of materials were utilized in developing the workbook, samples of exercises are included in the paper. For example, in one exercise students analyze a map depicting the average number of tornadoes by state for the period 1953-1978. In another exercise students plot the paths of six hurricanes that have affected the United States. (Author/RM)

ED 211 425 SO 013 804

Kohler, Fred

Classroom Exercises Concerning the Effect of Weather Conditions on Air Quality in Illinois.

Pub Date-29 Oct 81

Note-41p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Pittsburgh, PA, October 29, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Air Pollution, Climate, Data Analysis, Environmental Influences, *Geography Instruction, Graphs, Higher Education, Learning Activities, *Meteorology, Tables (Data), Teaching Methods, *Weather

Identifiers-Carbon Monoxide, *Climatology, Nitrogen Dioxide, Ozone, Sulfur Dioxide

This paper contains sample exercises that investigate weather and air quality relationships for use in college-level introductory courses in climatology and meteorology. The exercises will provide students with an opportunity to apply meteorological principles to a specific geographic location, in an effort to better understand the significant role that weather plays in enhancing or reducing air pollution levels. The first part of the paper discusses the general characteristics of the five air pollutants to be studied in the exercises ozone, sulfur dioxide, total suspended particles, carbon monoxide, and nitrogen dioxide. The second half of the paper contains tables and graphs describing ozone pollution and weather conditions in Chicago and a detailed discussion of specific methods that students can use to analyze these tables and graphs. This detailed discussion is intended to provide by example procedures that students can utilize in their investigation of the other four air pollutants. (Author/RM)

ED 211 426 SO 013 805

The Quality of American Life in the Eighties. Report of the Panel on the Quality of American Life.

President's Commission for a National Agenda for the Eighties, Washington, D.C.
Spons Agency-Department of Health and Human Services, Washington, D.C.
Pub Date-80
Note-147p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.25, Stock Number 041-001-00225-1).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Economic Climate, Educational Quality, Environmental Standards, Family Attitudes, *Futures (of Society), Living Standards, *Quality of Life, Social Change, Social Problems, Socioeconomic Status, Technology, Values

This report of President Carter's Commission for A National Agenda for the Eighties discusses the dynamics of American society and world affairs that they believe will determine events in the 1980s. The analytical report of the Commission was accomplished by 45 Americans, a bipartisan group representing business and labor, science and the humanities, arts and communication. There are three parts to the report. Part one, Overview, discusses new realities and changing priorities, defines and measures progress toward quality of life and examines prospects for the improvement of well-being. Part two, Themes, examines our legacy of rapid growth, the new economic era, choices for the 1980s, the slower growth society, the entitlement program, helping families to help themselves, symptoms of discontent, and cultivating civic concern. Part three, Conclusions, discusses prospects and predicaments for the 1980s. A profound readjustment of attitudes, values, and expectations is underway. No matter how successful the nation is in attaining more rapid economic growth, there is no way of returning to the realities of the postwar era of dynamic growth. Some truly fundamental changes have taken place since then. The new realities that America faces in the 1980s require certain traits in its citizens that are by no means easy to cultivate. The ability of our society to solve its problems depends on the character of the American people. (Author/RM)

ED 211 427 SO 013 806

Procedural Handbook: 1978-79 Art Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-ISBN-0-89398-014-5; NAEP-10-A-40

Pub Date-81

Grant-NIE-G-80-0003

Note-86p.; For a related document, see ED 186 331.

Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($8.60).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administration, Art Appreciation, *Art Education, Art History, Cognitive Ability, Data Analysis, Data Collection, *Educational Assessment, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Multiple Choice Tests, Sampling, Scoring, Student Attitudes

Identifiers-*National Assessment of Educational Progress, Second Art Assessment (1979)

This handbook describes the procedures used to develop, administer, and analyze the results of the 1978-79 art assessment of 9-year-olds, and 17-year-olds by the National Assessment of Educational Progress (NAEP). The primary purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The seven chapters cover objectives redevelopment, exercise creation, preparation of assessment booklets, sampling data collection, scoring, and data analysis. Each chapter explains the basic procedures used for the 1978-79 art assessment and contrasts the procedures to those used in earlier years (if there were changes). Appendices include definitions of reporting groups used by NAEP, forms used to gather background information about students and schools, response rates, computation of achievement measures, and procedures for smoothing respondent weights. A glossary of National Assessment terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

ED 211 428 SO 013 807

Deutsch, Warren N.

Use of Small-Scale Artificial Archaeological Sites in the Teaching of Archaeology.

Pub Date-5 Dec 81

Note-11p.; Paper presented at the Annual Meeting of the American Anthropological Association (80th, Los Angeles, CA, December, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Archaeology, Course Descriptions, Field Experience Programs, *Field Studies, Higher Education, *Models, *Research Design, Research Methodology, Student Research, *Teaching Methods

By using small-scale artificially created archaeologic sites, a teacher can provide students with a time-efficient approach in which to master some basic archaeological techniques. In an artificially created setting, the students can become familiar with conditions they might meet in the field. In a short period of time, students may be exposed to a wide range of archaeological situations, data, and site types. This technique allows flexibility as far as size of site and level of sophistication. The site can be mapped ahead of time with features drawn in such as post molds and pits. The instructor can create realistic features and use artifacts in a planned, goal-oriented way. After students have been taught mapping and excavation techniques in the classroom, they can take these skills and use them at the actual excavation. Already broken artifact reproductions can be recovered and reconstructed. Artifacts and animal remains can be analyzed. At the end of the exercise, summaries of findings can be presented and discussed. This process gives a true feeling of what archaeological investigation is like, not only the digging, but also the thought processes used by trained archaeologists. An appendix gives a list of sources for artifact reproductions. (NE)

ED 211 429 SO 013 811

Hertzberg, Hazel Whitman
Social Studies Reform 1880-1980.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
Report No.-ISBN-0-89994-270-9
Pub Date-81
Grant-SED-7718598
Note-201p.
Available from-SSEC Publications, 855 Broadway, Boulder, CO 80302 ($12.95).
Pub Type- Information Analyses (070)

EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Citizenship Education, *Curriculum Development, Definitions, *Educational Change, *Educational History, Educational Objectives, Elementary Secondary Education, Professional Associations, Relevance (Education), Social Sciences, *Social Studies, State of the Art Reviews
Identifiers-New Social Studies, World War II

The purposes, methodologies, and curricula of the social studies over the past 100 years are examined in this paper. This history was written to provide a useful background for current efforts to reform the social studies. The paper, which consists of nine chapters, begins with a discussion of the meanings, definitions, and beginnings of social studies. The three factors that set the stage for the development of the social studies are examined: the rise of the public high school, the growth of the universities, and the emergence of professional societies. Chapter two examines the 1916 report and the 1920s. The American Historical Association (AHA) Commission on the social studies and the 1930s are treated in chapter three. Chapter four examines the effect that World War II had on the social studies. The New Social Studies'' movement is the topic of chapters five, six, and seven. What happened in the 1970s is discussed in chapter eight. Following the summary and comments of chapter nine, there are name and subject indexes. (Author/RM)

ED 211 430 SO 013 813

Teaching Economics in the Secondary Social Studies Courses.
Texas Education Agency, Austin. Div. of Curriculum Development.
Report No.-TEA-CU2-832-01
Pub Date-82
Note-122p.
Available from-Texas Education Agency, Division of Curriculum Development, 201 East 11th Street, Austin, TX 78701 ($2.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Concept Teaching, *Curriculum Development, *Economics Education, Secondary Education, *Social Studies, Units of Study

The nine instructional units presented in this publication are designed to teach basic economic concepts to secondary students. The units can stand alone and are arranged so that they do not have to be taught in any particular sequence. They range in order from less to more difficult. Topics of units are: economic wants; productive resources; scarcity and choice; opportunity cost and trade-offs; economic incentives; specialization, comparative advantage, and the division of labor; interdependence; markets, supply and demand; and the price mechanism. The units follow a common format, each including an abstract, teaching strategies, materials needed, generalizations, and objectives.

At the end of each unit are handouts and/or transparency masters. Where there are pre- and posttests, answer keys are also included. Teaching strategies are many and varied. Students participate in classroom discussion, conduct group research, role play, observe, recall, compare, label, draw inferences and generalize. (Author/RM)

ED 211 431 SO 013 817

Benjamin, Ludy T., Jr., Ed.

The G. Stanley Hall Lecture Series, Volume 1.

American Psychological Association, Washington, D.C.

Report No.-ISBN-0-912704-36-5

Pub Date-81

Note-152p.

Available from-American Psychological Association, 1200 Seventeenth St., NW, Washington, DC 20036 ($10.50).

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Biological Influences, Clinical Experience, *Course Content, Higher Education, *Introductory Courses, Language Acquisition, Learning Theories, Personality Development, *Psychology, Teaching Methods

Identifiers-Consciousness

Intended to help instructors of introductory psychology courses, this publication contains lectures given at the 1980 meeting of the American Psychological Association in Montreal, Canada. There are five papers. The first paper examines the literature on learning and memory in terms of a model focusing on biological and cognitive constraints on those processes. The second paper is a treatment of recent research in language development and cognition. In the third paper, the author discusses four traditions in the field of personality that he feels are important to cover in the introductory course: the measurement of intelligence, the measurement of traits and types, underlying psychodynamic motives, and a comparison of behavioral and humanistic approaches. He suggests teaching these traditions by applying each to an analysis of the same case material, thus illustrating the strengths and weaknesses of each approach. The fourth paper surveys recent developments in clinical intervention with the individual client, stressing problem-focused treatment methods. This review spans the gamut of therapeutic techniques from psychodynamic methods to systematic desensitization to assertiveness training. The final paper is entitled The Return of Consciousness.'' The author traces the course of consciousness from the days of William James and E.B. Titchener through the time of radical behaviorism to the present. (Author/RM)

ED 211 432

SO 013 818

Hawke, Sharryl

The Renaissance in Economic Education. Research/Ideas/Practice.

National Association of Secondary School Principals, Reston, Va.

Pub Date-Dec 81

Note-13p.

Available from-National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($0.50, quantity discounts available).

Journal Cit-Curriculum Report; v11 n2 Dec 1981

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Economics Education, Educational History, *Educational Practices, *Educational Research, *Educational Trends, Elementary Secondary Education, Newsletters

This report examines trends, research, ideas, and practices in economics education today. The report begins with a discussion of where economics instruction stands today and where it seems to be going. Implications of current happenings are examined. Only eight percent of high school graduates today take an economics course. However, the National Assessment of Educational Progress reports that economics was the only one of four knowledge areas in which 13-year-olds showed a significant improvement in recent years. Recent trends include a new interest in and focus on economic literacy, new offerings in economics education in schools throughout the country, and a growing level of involvement by the private sector in economics education within public schools. What research says about economics instruction is discussed. Major research findings include the following: economics can be taught to all kinds of students; attitudes of students toward economics is related to their teachers' attitudes toward economics; and there is no one, unchallengeable way to effectively teach economics. The report provides an annotated listing of resource organizations in economics education. Innovative and exemplary programs in economics education are also described. (Author/RM)

ED 211 433 SO 013 819

Mehlinger, Howard D., Ed.
UNESCO Handbook for the Teaching of Social Studies.
Indiana Univ., Bloomington. Social Studies Development Center.
Spons Agency-United Nations Educational, Scientific, and Cultural
Organization, Paris (France).
Report No.-ISBN-0-7099-1/20-1 (Croom Helm); ISBN-92-3-101890-6 (UNESCO)
Pub Date-81
Note-409p.
Available from-United Nations Educational, Scientific and Cultural
Organization, 7 Place de Fontenoy, 75700 Paris, France ($19.75); Croom
Helm Ltd, 210 St. John's Road, London SW11, United Kingdom.
Pub Type- Guides - Classroom - Teacher (052) - Books (010)
Document Not Available from EDRS.
Descriptors-Case Studies, Comparative Education, Concept Teaching, *Curriculum Development, Elementary Secondary Education, Ethical Instruction, Evaluation, Generalization, *Instructional Improvement, Intellectual Disciplines, Models, Multimedia Instruction, *Peace, Preservice Teacher Education, Program Descriptions, Skill Development, *Social Studies, Teacher Education, Values Education

Intended for elementary and secondary teachers and for students in teacher training institutions, this book contains practical suggestions and information on ways and means of improving social studies instruction. UNESCO hopes that the book will play a part in raising the standard of social studies teaching and that it will at the same time enlarge the contribution of this important school subject to the betterment of international understanding, cooperation, and peace. There are two major parts to the book. Part I,   Planning a Social Studies Program,'' contains five chapters. These chapters present a survey of social studies around the world, discuss how academic disciplines serve as sources of knowledge for social studies, offer concrete suggestions for planning a social studies program that integrates knowledge from many fields, describe social studies programs that have as their major objective peace education, and provide a model of the curriculum development process and two case studies of social studies curriculum planning. Part Two,   Implementing a Social Studies Programme,'' contains six chapters. Chapters six through nine deal with teaching concepts and generalizations, social studies skills and moral education, and multimedia instruction in social studies. Chapters 10 and 11 deal with evaluation and teacher education respectively. Appendices include a list of teacher resources and proceedings and recommendations of meetings dealing with peace education. (Author/RM)

ED 211 434 SO 013 820

Massam, Byron H.
The Spatial Structure of Administrative Systems.
Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-AAG-12
Pub Date-72
Note-42p.
Pub Type- Guides - Classroom - Learner (051) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administration, Administrative Principles, *Geography Instruction, Higher Education, Intellectual Disciplines, *Organization, *Physical Divisions (Geographic), Political Divisions (Geographic), Social Structure, *Space

Designed to supplement undergraduate college geography courses, this paper discusses a particular type of territorial division the administrative area within a state. The study of administrative patterns allows geographers to formulate and test hypotheses about man's organization of space, and also to assist in a very practical way by applying his knowledge to real world problems. All states, with the exception of only the very smallest, are divided for the purpose of internal administration into smaller units. With an increasing proportion of the world's population becoming concentrated in urban centers there is a pressing need to examine the spatial administrative structures which have been defined to delimit service areas of many public facilities, such as fire and police protection, education, health, and welfare. In many large metropolitan areas services are paid for by the residents of one municipality but these same services are enjoyed by people in neighboring municipalities. The problem becomes more complex when individual demands for services and daily movement patterns of consumers are considered. This paper examines the spatial aspects of administrative systems. The problems of how large the administrative area should be is examined and the contributions of disciplines related to geography are mentioned. The development of administrative structures over time is also discussed. (Author/RM)

ED 211 435 SO 013 823

The Duke Ellington School of the Arts.'' Options in Education. Program No. 287.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Pub Date-81
Note-14p.; Small print type may not reproduce throughout document from EDRS in microfiche.
Pub Type- Creative Works (030) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Art Education, *Dance, *Drama, High Schools, Interviews, *Music Education, *Nontraditional Education, Radio, Student Attitudes, *Student Experience
Identifiers-*Duke Ellington School of the Arts

The booklet presents a transcript of a public radio program on arts at the Duke Ellington School of the Arts in Washington, D.C. In the interview, students and the principal discuss their experiences in this high school for students pursuing the disciplines of dance, theater, music, and the visual arts. Music students talk about how the school has helped them grow and learn more about music techniques. In talking about his students, the principal relates that 79 to 80% of the school's graduates go on for more training. Over 95% of the students are Black. A drama student recalls his audition for acceptance to the school and the excitement he felt when he was accepted. Another drama student talks about the school as a status symbol. A graphic arts student describes her progress. The publication concludes with an interview with a voice student as she begins to rehearse a song she has arranged. (Author/RM)

VanPatten, Muriel And Others
Consumer Economics Education Guidelines.
Michigan State Dept. of Education, Lansing.
Pub Date-79
Note-160p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Basic Skills, Bibliographies, *Consumer Economics, *Consumer Education, Consumer Protection, *Curriculum Development, Definitions, Educational Needs, Elementary Secondary Education, Guidelines, Higher Education, *Instructional Improvement, Learning Activities, Resource Materials, Student Educational Objectives

These guidelines are designed to assist school districts in the development and implementation of new programs or in strengthening existing programs in consumer economics education at all levels. A variety of resources are included. The need for consumer economics education is discussed and a definition is provided. Goals are listed. Objectives, suggested learning activities, and resources are listed for the following six areas: factors affecting consumer behavior; basic principles of sound financial management; skills in buying and using goods and services; rights and responsibilities of consumers, business, and government; economic principles relating to the functioning marketplace; and sources of consumer information and assistance. A bibliography cites additional print and nonprint classroom materials which can be used to teach the listed objectives. Also included in the guidelines are guiding principles for consumer economics education, a suggested procedure for implementing consumer economics education, and sources of additional information. (Author/RM)

ED 211 437 SO 013 826

Coleman, John M.

The Teaching of Supranational Concepts in Geography.

Pub Date-Oct 81
Note-12p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Pittsburgh, PA, October, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Formation, Economic Change, Educational Needs, *Geographic Concepts, *Geography Instruction, Global Approach, Higher Education, *Human Geography, International Organizations

A primary goal of a teacher of regional geography should be to present the course as a study of the changing functions of world regions because the events of each day cause regions, whether political, economic, cultural, or physical, to be in constant flux. The nation-state has become in many ways out-moded as a source of analyzing the events of today and organizations such as the European Common Market function as new regional blocs taking over some functions of individual countries. The deep involvement of the United States with multinational corporations and the Organization for Economic Cooperation and Development, as well as an examination of the historical roots of the current imbalance of the trade dilemma now faced by the United States, shows that these new regional bloc forces affect the United States as well as European countries. Moreover, as the nation-state's ability for unilateral action wanes, loyalties of such organizations as oil companies focus on larger supranational organizations. Geography needs to be recognized as an analytical, problem-solving discipline that has much to offer even in the formulation of foreign and domestic governmental policy. To teach these concepts, a geography teacher must develop skills in the cognition of events which leads to changing structure and functions of world regions and must have textbooks based on these realities. (NE)

ED 211 438 SO 013 827

DiBella, Robert L. Steele, George E.

The Inquiry Process and Museum Field Trips: A Technique for the Classroom.

Pub Date-Nov 81
Note-32p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Detroit, MI, November, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Concept Teaching, Discovery Learning, Elementary Secondary Education, Employment, *Field Trips, Industrialization, *Inquiry, Leisure Time, Models, *Museums, Social Change, *Social Studies, Units of Study

This paper suggests model lessons that elementary or secondary social studies teachers can use to integrate field-trip experiences directly into instruction, specifically, inquiry teaching. The Ohio Historical Center and the Ohio Village in Columbus, Ohio, are used as example museums. To illustrate the instructional activities, the authors selected the concepts of work, leisure, change, progress, and industrialization. The first lesson helps students develop and define the concepts of work and leisure. In lesson two, students evaluate

various personal activities with respect to their stated definitions and generate hypotheses concerning the factors which help categorize different behaviors as either work or leisure. The third lesson takes place at the field trip site. At the museum, the students are asked to evaluate various 19th century activities, portrayed in the Currier and Ives prints, as work or leisure. Back in the classroom, the investigation could take a number of directions. For example, the students could use their evaluations of the museum prints to guide their study of early 19th century American social and economic life. The fourth lesson involves another trip to the museum. Students are asked to pick any ten items they would like to have as their own from the displays in the museum. Back in class, they must describe the item, state a reason for their choice, place the items they have chosen in a historical context, state if each item still exists as is, or exists in a changed form, and what may have caused the change. (Author/RM)

ED 211 439 SO 013 834

Pearson, Robert P. Clark, Leon E., Ed.

Through Middle Eastern Eyes.

Center for International Training and Education, New York, N.Y.

Report No.-ISBN-0-275-33490-2; ISBN-0-275-88860-6

Pub Date-75

Note-263p.; Some photographs throughout the document may not reproduce well from EDRS in microfiche or paper copy.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($9.95).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Arabs, Area Studies, Children, Education, Females, Higher Education, Islamic Culture, Jews, Life Style, Marriage, Middle Eastern History, *Middle Eastern Studies, *Primary Sources, Reading Materials, Religion, Secondary Education, Sex Role, Social Change

Identifiers-Israel

This book, intended for use with secondary and college students, presents a Middle Eastern view of the Middle East and the world. Most of the material in the book has been written by Middle Easterners, and it comes from a variety of sources including autobiographies, fiction, poetry, newspaper and magazine articles, letters, diaries, anthropological studies, and historical documents. There are two major parts. Part I, Tradition and Change,'' focuses on the most important aspects of life in the Middle East: the birth of a child, the process of educating the young, the system of marriage, and the role of women. The material has been chosen to reflect both a traditional and a modern view of these issues. The last third of Part I concentrates on Islam, both as a set of religious beliefs and as a force in the daily lives of the people. One selection portrays a modern Middle Eastern family similar in many ways to an American family. Part II, Past Glories, Future Hopes,'' begins with an examination of European control in the Middle East during the first half of the 20th century, including a glimpse of early resistance to that control. It then moves back in time and looks at the Arab Golden Age and the Ottoman Empire. The revolutionary movements and the thrust into world prominence are examined. A detailed examination of Israel is included. (Author/RM)

ED 211 440 SO 013 837

Frick, Elizabeth

Library Research Guide to History. Illustrated Search Strategy and Sources. (Library Research Guides'' Series, No. 4).

Report No.-ISBN-0-87650-119-6; ISBN-0-87650-123-4
Pub Date-80
Note-85p.
Available from-Pierian Press, 5000 Washtenaw Ave., Ann Arbor, MI 48104 ($5.95 paper copy).
Pub Type- Guides - Classroom - Learner (051) - Reference Materials (130) - Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors-Card Catalogs, Guidelines, Higher Education, *History Instruction, Indexes, Information Retrieval, *Library Guides, *Library Instruction, Library Skills, Reference Materials, Research Skills, *Search Strategies, *Student Research, United States History, World History

One in a series, this guide takes the college student through the steps involved in a thorough, systematic research of any topic in history. Beginning with the basics, the guide covers selecting a topic, locating an authoritative summary of the topic, taking clear notes, and narrowing the topic. Subsequent chapters cover the use of general guides and indexes to reference sources and the use of card catalogs. One chapter discusses methods for evaluating books. For example, by using a selective bibliography such as the Harvard Guide to American History,'' students can identify books of a scholarly merit. Reviews which can be identified through sources such as Reviews in American History'' can be very helpful in evaluating books. Indexes which a student can use to locate current information are described. The bibliographic tools that provide access to government publications, which contain a wealth of information on U.S. history, are examined. The student learns about biographical sources and guides to historical literature. How to find what you need when your library does not have it is the final topic discussed. Appendices include an outline of search strategies for term papers in history, a library knowledge test, an outline of basic reference sources for courses in history, and guidelines to help students proceed with library research. (Author/RM)

ED 211 441 SO 013 838

McMillan, Patricia Kennedy, James R., Jr.
Library Research Guide to Sociology. Illustrated Search Strategy and Sources. (Library Research Guides'' Series, No. 5).
Report No.-ISBN-0-87650-121-8; ISBN-0-87650-122-6
Pub Date-81
Note-67p.
Available from-Pierian Press, 5000 Washenaw Ave., Ann Arbor, MI 48104 ($5.95 paper copy).
Pub Type- Guides - Classroom - Learner (051) - Reference Materials (130) - Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors-Card Catalogs, Guidelines, Higher Education, Indexes, Information Retrieval, *Library Guides, *Library Instruction, Library Skills, Reference Materials. Research Skills, *Search Strategies, *Social Science Research, *Sociology, *Student Research

One in a series, this guide takes the college student through the steps involved in a thorough, systematic research of any topic in sociology. Beginning with the basics, the guide covers selecting a topic, locating an authoritative summary of the topic, taking clear notes, and narrowing the topic. Subsequent chapters cover the use of general guides and indexes to reference sources and the use of card catalogs. One chapter discusses methods for evaluating books. For example, a book can probably be trusted if it appears on an authoritative, selective bibliography in the field such as Blacks in America'' by James McPerson. Book reviews which can be identified through sources such as Book Review Digest'' and Social Sciences Citation Index'' can be very helpful in evaluating material. Indexes which a student can use to locate current information on sociology topics are described. A wealth of information can be found through government documents. The bibliographic tools that provide access to government publications are examined. Sources of statistical data are described. In the field of sociology, there are several excellent dictionaries which may be helpful to the student. One example is Henry Fairchild's Dictionary of Sociology.'' Guides to the literature of sociology are introduced. How to find what you need when your library does not have it is the final topic discussed. Appendices include a library knowledge test, a list of basic reference sources for courses in sociology, and guidelines to help students proceed with library research. (Author/RM)

ED 211 442 SO 013 845

Levine, Toby H.

Jumpstreet Humanities Project Learning Package. Curriculum Materials for Secondary School Teachers and Students in Language Arts, History and Humanities.

National Endowment for the Humanities (NFAH), Washington, D.C. Elementary and Secondary Program.

Pub Date-81

Note-215p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Black Achievement, Black History, Blacks, *Black Studies, Ethnic Studies, *Humanities Instruction, *Interdisciplinary Approach, *Language Arts, Music Appreciation, *Music Education, Musicians, Secondary Education, *United States History, Units of Study

These language arts, U.S. history, and humanities lessons for secondary school students are designed to be used with From Jumpstreet-A Story of Black Music,'' a series of 13 half-hour television programs. The colorful and rhythmic series explores the black musical heritage from its African roots to its wide influence in modern American music. Each program of the series features performances and discussion by talented contemporary entertainers, plus film clips and still photo sequences of famous black performers of the past. This publication is divided into three sections: language arts, history, and the humanities. Each section begins with a scope and sequence outline. Examples of lesson activities follow. In the language arts lessons, students identify the point of view of the lyricist in selected songs by blacks, participate in debate, give speeches, view and write a brief summary of the key concepts in a given television program, and create a dramatic scene based on a song lyric. The history lessons involve students in identifying characteristics of West African culture reflected in the music of black people, examining slavery, analyzing the music of post-Civil War America, and comparing the manner in which musical styles reflect social and political forces. A multicultural unit on dance and poetry is provided for humanities courses. Students learn that dance and poetry document various forms of cultural expression. (Author/RM)

ED 211 443 SO 013 848

Free Enterprise Curriculum Guide. Secondary Social Studies. Bulletin 1598.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
Pub Date-81
Note-366p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Banking, Business, Comparative Analysis, Concept Teaching, *Curriculum Development, Curriculum Guides, *Economics Education, Educational Objectives, Evaluation Methods, Foreign Countries, Futures (of Society), Government Role, Learning Activities, Monetary Systems, Problems, Secondary Education, Skill Development, *Social Studies, Units of Study, Vocabulary Development
Identifiers-*Free Enterprise System

This curriculum guide for secondary teachers outlines resource units dealing with the free enterprise system. Although intended for use by teachers in Louisiana, the guide can be utilized or adapted by educators in any state. The guide is comprised of nine sections dealing with the following topics: (1) heritage and characteristics of the American free enterprise system; (2) the nature of the American economy as a free enterprise system; (3) the role of the individual in the free enterprise system; (4) the role of money and banking in the American free enterprise system; (5) the role of business; (6) the role of labor; (7) the role of government; (8) the American free enterprise system and other economic systems; and (9) problems, benefits, and the future of the American free enterprise system. From one to six units are outlined within each section. Objectives, concepts, generalizations, learning activities and a vocabulary list are provided for each unit. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. A sample eighth grade unit on the Louisiana purchase, a discussion of evaluation techniques and a bibliography of student resources are also included. The appendix contains two skills charts. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/RM)

ED 211 444　　　　　　　　　　　　　　　　　　SO 013 849

American Studies Curriculum Guide. Grade 7. Bulletin 1604.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
Pub Date-81
Note-156p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*American Studies, *Curriculum Development, Curriculum Guides, Educational Objectives, Grade 7, Junior High Schools, Learning Activities, Skill Development, Social Change, *Social Studies, United States History, Units of Study, Vocabulary Development

This curriculum guide for seventh grade teachers outlines resource units for American studies. Although intended for use by teachers in Louisiana, the guide can be used or adapted by educators in any state. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. The guide is designed to give the the junior high student a more comprehensive study of the growth and development of the United States than he received in the fifth grade course. There are four sections dealing with the following topics: exploration and colonization; economic, cultural and territorial development; changes in American life; and the 1920s and 1930s, World War II, and recent trends. Each section begins with an overview to give a broad idea of what is to be studied. Following the overview is a general content outline of the subject matter. Topics from the course outline are then repeated along with specific learner outcomes and suggested activities for achieving each learner outcome. Lists of vocabulary are provided in the sections. Also included are a sample unit on the development of sectionalism and a bibliography of books for students. Two skills charts are provided. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/RM)

ED 211 445 SO 013 850

Civics Curriculum Guide. Secondary Social Studies. Bulletin 1600.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
Pub Date-81
Note-359p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Citizenship Education, *Civics, Concept Teaching, Consumer Education, *Curriculum Development, Curriculum Guides, Educational Objectives, Evaluation Methods, International Relations, Laws, Learning Activities, Local Government, Secondary Education, Skill Development, *Social Studies, State Government, United States Government (Course), Units of Study, Vocabulary Development

This curriculum guide for secondary teachers outlines resource units in civics. Although intended for use by teachers in Louisiana, the guide can be used or adapted by educators in any state. The guide includes six sections dealing with the following topics: introduction to citizenship, national government, state and local government, international relations, consumer economics, and the law and civic education. From one to four units are outlined within each section. Objectives, concepts, generalizations, and learning activities and a vocabulary list are provided for each unit. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. Also included are a bibliography of student materials and a discussion of evaluation techniques. The appendix contains two skills charts. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/RM)

ED 211 446 SO 013 851

American History Curriculum Guide. Secondary Social Studies. Bulletin 1599.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
Pub Date-81
Note-495p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Civil War (United States), Colonial History (United States), Concept Teaching, *Curriculum Development, Curriculum Guides, Educational Objectives, Evaluation Methods, Learning Activities, Modern History, Reconstruction Era, Revolutionary War (United States), Secondary Education, Skill Development, *Social Studies, *United States History, Units of Study

This curriculum guide for secondary teachers outlines resource units for U.S. history. Although intended for use by teachers in Louisiana, the guide can be used or adapted by educators in any state. The guide is comprised of six sections dealing with the following topics: (1) colonial history, the Revolutionary War, the War of 1812, and nationalism; (2) conflict and reunion including sectionalism, the Jacksonian Era, the Civil War, and Reconstruction; (3) the emergence of modern America including expansion in the American West, growth of American business and industry, the labor movement, the organization of the farmers, the New South,'' and the progressive movement; (4) conflict and international power; (5) global change and conflict; and (6) problems and future prospects. From two to seven units are outlined within each section. Objectives, concepts, generalizations, and learning activities are provided for each unit. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. Also included are a sample eighth grade unit on the Louisiana purchase, a bibliography of student materials, and a discussion of evaluation techniques. The appendix contains two skills charts. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/RM)

Social Studies Curriculum Guide. Grades K-6. Bulletin 1601.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
Pub Date-81
Note-309p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Community Study, *Curriculum Development, Curriculum Guides, Educational Objectives, Elementary Education, Elementary School Curriculum, Family Life Education, Geographic Regions, Learning Activities, Physical Geography, Political Science, Skill Development, *Social Studies, United States History, Vocabulary Development, World Affairs

This curriculum guide outlines the scope and sequence for an elementary social studies program. Although intended for use by teachers in Louisiana, the guide can be utilized or adapted by educators in any state. The guide is organized by grade level. Five major conceptual strands along with themes at each grade level form the basic scope and sequence for the elementary program. The recommended themes for each grade level are: grade 1 home, family, and community; grade 2 school and community; grade 3 contrasting communities; grade 4 regional studies; grade 5 national studies; and grade 6 world studies. The conceptual strands which provide the continuity from one grade to the next are: physical geography, social organization, economic organization, political organization, and historical heritage. Generalizations, student objectives, learning activities, and a vocabulary list, are provided for the conceptual strands at each grade level. Also included are a list of suggested student materials, a two week, sample fifth grade unit on immigration, and a conceptual strands chart. Two skills charts are included. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. The appendix contains maps of Louisiana and songs, poems, and documents about America. (Author/RM)

ED 211 448 SO 013 859

Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 14, No. 3, Period Covered October-December, 1980.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-80-921
Pub Date-80
Note-43p.; Not available from EDRS in paper copy due to poor reproducibility throughout original document. For a related document, see SO 013 737.
Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Agricultural Education, Annotated Bibliographies, *Comparative Education, Curriculum, Educational Administration, Educational Change, Educational Finance, Educational Planning, *Educational Practices, Elementary Secondary Education, *Foreign Countries, Higher Education, Islamic Culture, Libraries, Medical Education, Science Education, Second Language Instruction, Sociology, Teaching Methods, Technical Education, Textbooks
Identifiers-*Pakistan

This annotated listing cites newspaper articles, government publications, and monographs dealing with education in Pakistan. Items cited were published between October and December 1980. The listing is organized by subject area. Subjects include: administration, organization, and financing of education; adult education; agricultural education; curriculum; educational planning; educational reforms; elementary and secondary education; examinations; higher education; Islamic education; teaching of languages; libraries; literacy; medical education; professional education; science education; sociology; teachers; teaching methods and media; textbooks; and technical education. The publication concludes with an index of writers. (Author/RM)

ED 211 449 SP 016 309

Barell, John

Developing Professional Improvement Plans A Strategy for Staff Development.

Pub Date- 81
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, Helping Relationship, Individual Development, *Inservice Teacher Education, *Peer Groups, Postsecondary Education, *Problem Solving, *Self Evaluation (Individuals), Teacher Behavior, *Teacher Improvement, Teacher Role

An inservice program for teachers involves a peer group strategy for helping them set goals and experiment with new teaching behaviors. This supportive inservice model proceeds from the premise that meaningful change occurs when the individual perceives a need for change. The major component of this program is a support group of tenured teachers meeting weekly for one school semester. The function of the group is to establish a non-threatening environment where individuals can pose problems and work through possible solutions. Each teacher works in his or her own area of interest. Participants formulate a personal set of priorities by clarifying their own concepts of teacher roles they most identify with. With the help of a visiting consultant, teachers are observed by their peers by means of videotape recordings. The opportunity is given them to evaluate how their own classroom performance measures up to their previously identified priorities and role perceptions. The final element in this process, the generation of a professional improvement plan, is also done within the support group. These plans, similar to ones developed for children in special education, consist of objectives, resources, and activities for the teacher, and timelines for accomplishment. These become the responsibility of each participant once the inservice group completes its work at the end of the semester. (JD)

ED 211 450 SP 017 844

Scott, M. Gladys, Ed. And Others

Citius, Altius, Fortius: Faster, Higher, Stronger. The Academy Papers. No. 14. Annual Meeting of the American Academy of Physical Education (51st, Detroit, Michigan, April 8-10, 1980).

American Alliance for Health, Education, Physical Education, Recreation and Dance, Reston, Va. American Academy on Physical Education.

Pub Date-Dec 80

Note-95p.

Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 (Stock #240-26876; $7.95).

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Athletes, *Athletics, Competition, Exercise Physiology, Goal Orientation, International Relations, Medical Research, Moral Values, *Physical Education, *Physical Recreation Programs, *Professional Associations, *Values Education

Identifiers-*American Academy of Physical Education, *Olympic Games

The twelve papers in this volume were presented at the annual meeting of the American Academy of Physical Education in 1980. The topics addressed were: (1) the position of the American Academy of Physical Education on its roles and responsibilities to those involved in physical education; (2) social influences on the ancient and modern Olympic Games; (3) future directions of athletic amateurism and the Olympic movement; (4) joint biomechanical filming project by the United States ~~and the~~ Union of Soviet Socialist Republics in 1979-1980; (5) the growth of sport sociology; (6) values inherent in participating in sports; (7) play and sport as moral education; (8) research and use of sport psychology for the Olympics; (9) research findings on maximal oxygen uptake (VO2 max) and their application to sports performance; (10) implications of the Olympic games for physical education curricula; (11) the importance of competition and the breaking of athletic records; and (12) the spirit of the Olympics versus boycott. This last paper was the R. Tait McKenzie Memorial Lecture. An appendix provides lists of the members and fellows of the academy as of May, 1980 and of its presidents from 1926 to 1981. (FG)

The Olympics: An Educational Opportunity. Enrichment Units, K-6.
United States Olympic Committee, Colorado Springs, Colo.
Pub Date- 78
Note-165p.; For related document, see SP 018 762.
Available from-United States Olympic Committee, 1750 East Boulder Street, Colorado Springs, CO 80909 ($2.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affective Objectives, Art Activities, *Class Activities, Competition, *Curriculum Enrichment, Elementary Education, Elementary School Mathematics, Health Education, Human Dignity, *Humanistic Education, Human Relations, Language Arts, Music, Physical Education, Science Activities, Social Studies, *Social Values, *Thematic Approach
Identifiers-*Olympic Games

This handbook offers an organized program to expose kindergarten and elementary school students to the values inherent in participation in a competitive society. It encompasses activities that develop skills in mathematics, language arts, health and physical education, science, social studies, art, and music. Objectives and activities pertaining to the Olympic Games are integrated into the subject areas and skills usually taught in the classroom. Each unit covers specified grade levels and presents purposes and objectives of several subject areas in terms of cognitive and attitudinal outcomes and skills development while incorporating concepts and activities which deal with the Olympics. The activities consist of suggested procedures for the teacher and directions and questions for the students. In addition to the references found at the end of most units, a comprehensive general bibliography is provided. The book is prefaced by a brief history of the ancient Olympic Games, and how the modern games came into being. (JD)

ED 211 452 SP 018 762

The Olympics: An Educational Opportunity. Enrichment Units, 7-9.
United States Olympic Committee, Colorado Springs, Colo.
Pub Date- 78
Note-143p.; For related document, see SP 018 761.

Available from-United States Olympic Committee, 1750 East Boulder Street, Colorado Springs, CO 80909 ($2.50).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Objectives, Aggression, *Class Activities, *Curriculum Enrichment, Drug Education, Geography, *Health Education, History, *Humanistic Education, Human Relations, Junior High Schools, Metric System, Nutrition, Physical Fitness, Secondary School Mathematics, Social Values, *Thematic Approach
Identifiers-*Olympic Games

The learning activities presented in this handbook illustrate educational opportunities related to participation in competitive activity as exemplified by the Olympic Games. Designed for use with students in grades seven through nine, these learning units may be integrated with the existing curriculum for the class. Subjects offered include mathematics and the metric system, art, music, geography, history, nutrition, drug abuse, physical fitness, and writing and oral skills. For each unit, grade levels and learning objectives are given. Articles on Olympic concepts and history, an Olympic spelling list, information on Olympic committees, and a bibliography are appended. (JD)

ED 211 453 SP 018 909

Tucker, Sylvia B. And Others

Increasing the Research Capacity of Schools of Education: A Policy Inquiry.

Oregon State Univ., Corvallis. School of Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Mar 81
Contract-NIE-G-80-G-80-0161
Note-31p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes, *Deans, Educational Improvement, *Educational Quality, *Educational Research, *Educational Responsibility, Higher Education, Information Dissemination, Program Development, *Schools of Education, Teacher Education Programs, *Teacher Educators, Technology Transfer

The consensus reached at a seminar of deans of schools of education was that inquiry and scholarship associated with the process of education undergird all other missions of schools of education. The terms inquiry and scholarship are interpreted to include research, development, evaluation, and dissemination as well as the responsiveness of academic programs to the emerging knowledge base. Factors that limit school of education involvement in inquiry and related activities include heavy teaching loads, the need to coordinate with field sites in clinical instruction, insistent pressures for curriculum revision, and low status given their research efforts by the parent institution. Emphasis is placed on improving the quality of faculty and students and on the responsibility of the dean to exert leadership. This report of the seminar is divided into three sections. Section One contains a statement of belief concerning the role of scholarship and inquiry in professional education. Section Two provides an overview of education research and development and a review of issues that should be considered in fostering a commitment of schools of education to inquiry and scholarship. In Section Three, recommendations for increasing the capacity of schools of education to engage in and support inquiry are advanced. (JD)

ED 211 454 SP 019 018

Burch, Barbara G.
Creating Conditions for Professional Practice in Non-School Settings.
Pub Date-Jun 81
Note-22p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty, Core Curriculum, Faculty Development, Higher Education, *Human Services, Individualized Instruction, *Interdisciplinary Approach, Needs Assessment, Program Development, *Schools of Education, *Service Occupations, Student Characteristics, *Teacher Education

Colleges and departments of education need to expand their programs to meet the needs of students who will work in human services areas or in other nonschool settings. These students will become Educational Services Professionals (ESPs) and will focus on the educational aspects of human services and human resources development in such functions as teaching, training, counseling, developing programs or materials. The basic competencies needed by ESPs are very similar to those needed by teachers in school settings. Core requirements of existing teacher education programs in teacher education can be broadened to suit the needs of educators in both school and nonschool settings. A delineation of the types of students who may enter such programs indicates that schools and departments of education should offer these programs. The variety of job markets for ESPs, such as the social service and health care settings, also indicates the need for such programs. Similarities and differences among programs for prospective school teachers and ESPs can be found in needs assessments, availability of resources, and client group relationships. The nature and design of an education program for ESPs should cover important competency areas: (1) human relations; (2) relationships among the cultures of education, systems, and community; (3) human growth and development; (4) planning and delivering educational programs; (5) instructional strategies and resources; (6) needs assessment and evaluation; and (7) organizing and managing

educational programs. Faculty who participate in the delivery of a program for ESPs must be willing to prepare themselves for new types of teaching roles and assignments in areas in which they themselves have much to learn. (JD)

Walker, William L. Hamm, Russell L.

Twelve-Year Follow-Up Study: Role and Status of Curriculum Workers in Indiana.

Indiana State Association for Supervision and Curriculum Development, Terre Haute.; Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date-Oct 81
Note-85p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Role, Change Agents, Comparative Analysis, *Curriculum Design, *Curriculum Development, Curriculum Research, Elementary Secondary Education, Followup Studies, Policy Formation, *Supervisors
Identifiers-*Indiana

This study investigated the role and status of curriculum workers in Indiana. The first part of this document presents the findings of other studies concerning curriculum workers and indicates the need for more research. The second part details the gathering of information on curriculum workers. In the fall of 1980, a questionnaire, designed to elicit information about curriculum specialists, was sent to all public school superintendents within Indiana. The questionnaire was a followup instrument to a 1968 study on the subject. The first part of the survey form secured data about the school (enrollment size, sociological structure, and organizational structure). The second part provided data on the kind and number of curriculum workers in the schools. Elementary and secondary curriculum workers were categorized into four major groups: general supervisor, subject matter supervisor, special services supervisor, and instructional media supervisor. Data resulting from the survey are presented in tabular form. The two final parts of this report present comparative descriptions based on data obtained in 1968 and 1980 of the role, status, and functions of general supervisors of curriculum and subject matter supervisors. (JD)

ED 211 456 SP 019 142

Doris, Sherri Brown, Ric

Toleration of Maladaptive Classroom Behaviors by Regular and Special Educators.

Pub Date- 80
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Antisocial Behavior, Behavior Problems, Classroom Environment, Elementary Secondary Education, Mainstreaming, *Mild Mental Retardation, Peer Acceptance, *Rejection (Psychology), Self Concept, *Special Education Teachers, Student Alienation, *Student Behavior, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Response

One of the major concerns in educating children with exceptional needs in the public school is the extent to which these children are socially accepted by teachers and peers. It has been suggested that the teacher may influence students' perceptions of handicapped children and that attempts to improve the social position of these children depend upon the teacher. An examination was made of perceptions of misbehavior of mildly mentally retarded children by special education and regular teachers. Forty-three regular teachers and nineteen special education teachers responded to a questionnaire asking them to indicate their degree of tolerance of 51 classroom behaviors identified as inappropriate. In addition, they were asked questions on their sense of personal responsibility for a student's behavior. Results of the study indicate that the special education teachers were more tolerant of inappropriate behaviors than were the regular class teachers, and were more likely to feel personally responsible for successfully coping with behavior problems. The reason for this may be that special education teachers feel more capable of influencing student outcomes because of specialized training. (JD)

ED 211 457 SP 019 144

Stier, William F., Jr.
Policies, Practices and Procedures of Health, Physical Education and Athletics during the 1980's.
Ohio Northern Univ., Ada.
Pub Date-Sep 81
Note-126p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrative Policy, *Athletic Coaches, *Athletics, College Faculty, Departments, Educational Objectives, Higher Education, *Intercollegiate Cooperation, *Occupational Information, *Physical Education, Professional Associations, School Responsibility, Teacher Responsibility
Identifiers-*Ohio Northern University

This handbook is published for personnel of the Health, Physical Education and Athletics Department of Ohio Northern University (Ada, Ohio). Duties, assignments, and responsibilities of personnel are outlined. General information on the university regulations as well as specific departmental policies, procedures, and practices are set forth. The following areas are covered: (1) departmental philosophy and objectives; (2) national and conference affiliations; (3) general staff policies; (4) staff relations; (5) job descriptions; (6) sports information and public relations; (7) athletic advisory committee; (8) club sports; (9) specific departmental policies, practices, and procedures; (10) tenure and promotion for teaching staff; and (11) governmental regulations. An appendix provides sample forms to be used by staff members for administrative purposes. (JD)

Mayne, Dorothy H.

Recommendations From Teachers in Small Rural High Schools for Modification of the Teacher Training Program of the University of Alaska: A Survey. Investigative Report.

Pub Date-Aug 80
Note-122p.; Master's Thesis, University of Alaska.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Alaska Natives, *Cross Cultural Training, Cultural Differences, *General Education, Higher Education, Interpersonal Competence, Personality Traits, Principals, *Program Evaluation, *Relevance (Education), *Rural Education, Secondary School Teachers. Small Schools, Teacher Attitudes, Teacher Characteristics, *Teacher Education Programs, Teacher Effectiveness, *Teacher Qualifications
Identifiers-*University of Alaska

Data was obtained from 52 principals and teachers in 46 small rural high schools in Alaska to determine ways in which the University of Alaska could improve its teacher education program and its services to teachers. Most of the respondents had not received their training at the University of Alaska. Three out of four respondents expressed satisfaction with their program and felt well prepared for teaching Indian and Eskimo youth in rural villages. Recommendations made for the university's teacher training program were for a more generalized background in elementary and secondary coursework and higher standards in selecting the type of person who will teach in rural schools. Areas in the preservice program that were cited in the recommendations include: methods courses, cultural study, orientation to rural teaching, a generalist program, academic and vocational educational background, special education courses, and student teaching in rural areas. Recommendations on ways the university could aid current teachers included provision of correspondence courses, resource materials and people, inservice workshops, summer programs, newsletters, onsite extension courses, a generalist program, and university staff to help in the village schools. The three recommendations made by respondents across all age groups and years of experience were that: (1) Secondary teachers should be trained like elementary teachers; (2) Teacher education should be more generalist; and (3) Prospective rural teachers should be carefully screened for personality traits that are important in adapting to village life and culture. (Author/JD)

ED 211 459 SP 019 192

Gallahue, David L.

Fundamental Movement Experiences for Children: A Developmental Skill Theme Approach.

Pub Date-Dec 81

Note-15p.; Paper presented at the Annual Conference of the Indiana Association for Health, Physical Education, Recreation and Dance (Lafayette, IN, October 30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, *Curriculum Design, *Developmental Stages, Elementary Education, Individualized Instruction, *Motor Development, *Movement Education, Perceptual Motor Coordination, *Perceptual Motor Learning, *Physical Education, Preschool Education, Psychomotor Skills, Skill Analysis

Physical education programs at the nursery and elementary school levels should stress the development and refinement of fundamental movement patterns and a wide variety of sport skills instead of dealing with specialized skill development through refined performance experiences. The developmental model of physical education is based on the proposition that the development of children's movement abilities occurs in distinct but often overlapping phases (reflexes, rudimentary movement abilities, fundamental movement patterns, and sport-related abilities) in each of the categories of human movement (stability, locomotion, and manipulation). This development is achieved through participation in skill themes that are applied to the various physical education content areas of individualized movement, games and sports, and rhythmics. The movement concepts of effort, space, and relationships are also learned through participation in skill themes. Through performance in each of the skill themes, students develop through the appropriate level of motor skill learning (exploration, discovery, combination, selection, or refined performance). (JD)

ED 211 460 SP 019 196

Walsh, Dianne, Comp.

Source Book for Teachers: Instructional Materials Preparation for Statewide Assessment Test in Elementary Grades. Resource Monograph
Florida Univ., Gainesville. P. K. Yonge Lab. School.
Pub Date-81
Note-138p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement, *Basic Skills, Educational Resources, Elementary Education, *Instructional Materials, Mathematics Instruction, *Minimum Competency Testing, Reading Comprehension, *State Standards, Writing Instruction
Identifiers-*Florida

This monograph was developed to assist teachers in identifying more precise ways to select materials to use in promoting basic skills development. It is meant to be used primarily by teachers of third and fifth grade pupils who must achieve the skills measured in the State Assessment Test required by Florida. Examples are provided of test questions in reading, writing, and mathematics. Sources of instructional materials that reinforce specific skills are provided. These source books are made available throughout the state in teacher workshops conducted by the P. K. Yonge Laboratory School (University of Florida, Gainesville). The appendix includes a description of the workshop component, a pretest instrument, an example of the listings of achievement reports and test foil analysis, lists of reading and spelling words on which students may be assessed, a variety of game suggestions, a list of Statewide Assessment publications and materials that are available from the Florida State Department of Education, and a bibliography of books listed in this sourcebook. (JD)

ED 211 461 SP 019 242

Petracek, Svatopluk, Ed. And Others

Modernization of the Teachers' Further Education System. (Based on the Experience from Czechoslovakia, Soviet Union, and Poland). Further Education of Teachers Collection of Papers, Reports and Reviews. Volume 1.

European Information Center of the Charles Univ. for Further Education of Teachers. Prague (Czechoslovakia).

Pub Date-80

Note-164p.; For related documents, see SP 019 243-252.

Pub Type- Collected Works - General (020) - Translations (170) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Beginning Teachers, Conferences, Educational Technology, Educational Trends, *Foreign Countries, Information Networks, *Inservice Teacher Education, International Educational Exchange, Lifelong Learning, *Socialism, Special Education Teachers, Teacher Educators, Teacher Improvement, *Teaching (Occupation)

Identifiers-*Czechoslovakia, Poland, USSR

The articles in this collection present the views of teacher educators in Czechoslovakia, Poland, and the Soviet Union on inservice, or lifelong'' teacher education. The first section contains five essays: (1) a new teachers' training project in Czechoslovakia; (2) further education of teachers and educational personnel in the Czechoslovak system of education; (3) teachers and the new conception of basic schools; (4) ways of improving the system for teachers' further education; and (5) some problems in the initial training and further education of teachers. In the second section of the volume, reports on activities and symposia of the European Information Centre for Further Education of Teachers (EIC-FET), located in Prague, Czechoslovakia, are presented. The Centre was begun in 1973 at the Charles University (Prague, Czechoslovakia) as an information clearinghouse and analytical center. Although essentially national in scope, EIC-FET cooperates with international organizations such as the United Nations Educational, Scientific, and Cultural Organization. The articles in this section discuss: (1) EIC-FET's information subsystem Further Education of Teachers''; (2) an international symposium on preschool education (Prague, 1976); (3) an international conference of advisors on the research and information priorities for the further education of teachers (Prague, 1977); (4) an international symposium on the further education of special school teachers (Prague, 1977); (5) an international symposium on the further education of teachers in the use of educational technology (Prague, 1977); and (6) an international survey on the effective use of educational media and further education of teachers (Prague, 1977). (FG)

ED 211 462 SP 019 243

Fiser, Jiri

A New Teachers' Training Project in Czechoslovakia.

Pub Date-80

Note-13p.; Translated into English by L. Kollmannova and D. Slaba.

Available from-Not available separately; see SP 019 242.

Pub Type- Translations (170) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Beginning Teachers, Educational Objectives, *Educational Policy, Foreign Countries, *Inservice Teacher Education, Lifelong Learning, *National Programs, Preservice Teacher Education, *Socialism, *Teacher Characteristics, *Teacher Education Programs, *Teacher Qualifications

Identifiers-*Czechoslovakia

Education in Czechoslovakia is compulsory for all children from the ages of six to sixteen and is founded on Marxist-Leninist principles. Teachers are required to exhibit undivided ideological and political influence, guide the young toward moral standards advocated by the communist government, and be fully prepared to teach in a specialized field. The teacher training institutions are responsible for cultivating teachers' ideological, moral, and pedagogical qualifications, subject specializations, and the attributes of active public workers. A three-stage program for the further education of teachers has been introduced to renew and supplement teaching skills for all educators in Czechoslovakia. The courses can be full-time, part-time, or correspondence, and independent study is emphasized. The first stage assists the beginning teacher in the first year of teaching practice. The second stage consists of two years of graduate study. In the third stage, teachers can pursue an area of specialization. At the successful completion of each stage, a certificate that is a requirement for future promotion and salary raises is issued. The content, length, and structure of preservice teacher education is also being reorganized, as part of a long-term plan to develop the educational system. (FG)

ED 211 463 SP 019 244

Tmej, Karel

Further Education of Teachers and Educational Personnel in the Project for the Further Development of the Czechoslovak System of Education.

Pub Date-80
Note-16p.; Translated into English by L. Kollmannova and D. Slaba.
Available from-Not available separately; see SP 019 242.
Pub Type- Translations (170) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Beginning Teachers, Educational Objectives, *Educational Policy, Foreign Countries, *Inservice Teacher Education, Lifelong Learning, *National Programs, *Socialism, *Staff Development, *Teacher Education Programs, Teacher Qualifications
Identifiers-*Czechoslovakia

A long-term plan to improve the training of teachers was formulated in the fifteenth Congress of the Czechoslovak Communist Party. The concept behind this new plan emphasizes equal proportions of qualities desired of teachers, including some ideological, political, moral, and psychological components. There has been a shift in the role of teachers, from imparting knowledge and skills toward shaping the entire personality of the pupil. Under the new educational design, teachers will be trained to work at several grade levels and in different types of teaching settings. The new system for supplying teachers with further education consists of three stages. The first stage is compulsory, and initiates beginning teachers into their job. For one year, the teachers are given advice and support, after which an evaluation of their performance is given along with suggestions. The second stage lasts approximately two years and focuses on guided individual studies that the teachers make after experiencing six to eight years of teaching. The aim of this stage is to provide an opportunity to study educational innovations while raising the ideological and political standards of the teachers. The third stage is optional, and is oriented toward the individual interests and specializations of the teachers. This comprehensive system of inservice teacher education involves headmasters and other school personnel, so that all levels participate in the goals of the nationwide lifelong learning program. (FG)

ED 211 464 SP 019 245

Korinek, Miroslav

Teachers and the New Conception of the First Phase of Basic Schools.

Pub Date-80

Note-20p.; Translated into English by L. Kollmannova and D. Slaba.

Available from-Not available separately; see SP 019 242.

Pub Type- Translations (170) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Change Strategies, *Educational Change, Educational Innovation, *Elementary School Teachers, *Experimental Schools, Foreign Countries, Inservice Teacher Education, Preservice Teacher Education, *Program Implementation, Socialism, *Teacher Education Programs, Teacher Influence, Teacher Participation, Teacher Qualifications

Identifiers-*Czechoslovakia

A new educational system for primary grades has been in effect in Czechoslovakia since 1976. This new approach demanded revisions in teacher preparation and skills, since much of the burden for the system's success rested with the teachers. The new system calls for primary school teachers to be able to teach all subjects in two consecutive grade levels. To verify the procedures and conception for the first phase of the program, experimental schools were set up, using the new course syllabi. Teachers were asked not only to test the prepared materials, but also to develop and enrich them with their own experiences. Due to expectations of new and exacting tasks, the teachers were at first apprehensive, but gradually became enthusiastic about the new program. On the basis of this verification phase, a two-step program for the preparation of teachers was designed. The first step of initial preparation consisted of lectures, seminars, class demonstrations, and the study of materials to be used in the subsequent year. The second step provided instruction and assistance to teachers once the new class was underway. Schools of education in Czechoslovakia have also adopted new standards and qualifications for prospective teachers in the areas of general education, current events, educational psychology, and the teaching of handicapped children. The recognition that teachers are central to the educational system makes effective teacher training more important than ever before. (FG)

ED 211 465 SP 019 246

Darinskij, A. V.

Ways of Improving the System for Teachers' Further Education.

Pub Date-80

Note-16p.; Translated into English by L. Kollmannova and D. Slaba.

Available from-Not available separately; see SP 019 242.

Pub Type- Translations (170) - Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Foreign Countries, *Independent Study, *Inservice Teacher Education, Institutes (Training Programs), *Lifelong Learning, *Program Effectiveness, Self Determination, Socialism, *Teacher Participation, Teacher Qualifications

Identifiers-*USSR

In the Union of Soviet Socialist Republics (USSR), a system for continual teacher improvement has a legal and organizational basis. Compulsory teacher self-improvement is necessary both to raise ideological and political standards and to supply knowledge and skills in a time of continuous change. In addition to courses offered through institutes, self education plans are offered by the ministries of education in the republics. Although guidelines are suggested, the individual teacher must determine the design according to needs and motivation. Problems exist in the course offerings for teachers who are instructors in more than one subject area and for those who perform the dual roles of classroom teacher and guidance counselor. More syllabi are necessary for special subject areas, and a sequential approach to training teachers at different experience levels should be followed. A future development must be teacher re-examination and the use of these evaluations to motivate teachers to further self education. (FG)

ED 211 466 SP 019 247

Krawczewicz, Stanislaw

Some Problems of the Initial Training and Further Education of Teachers.

Pub Date-80

Note-21p.; Translated into English by L. Kollmannova and D. Slaba.

Available from-Not available separately; see SP 019 242.

Pub Type- Translations (170) - Information Analyses (070) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Educational Assessment, Educational Trends, Higher Education, *Lifelong Learning, Professional Continuing Education, *Specialists, Student Teacher Relationship, Teacher Attitudes, *Teacher Education, *Teacher Education Programs

Developments in four areas of teacher education have led to new conceptions for program planning. The first area involves the paramount importance of the relationship between students and teachers. A prerequisite for change in an educational system is the preparation of teachers for a new model of their teaching role which incorporates both cognitive and social-moral aspects of education. A second development is that, while current educational trends require teachers with qualifications in special fields, an overemphasis on specialization may have negative consequences for interdisciplinary cooperation, student teacher relationships, and teacher training systems. Teachers should be continually obliged to exceed the limits of their specializations and to cooperate with their colleagues in other disciplines. Another area is the close connection that preservice theoretical preparation must have with actual teaching practice. The social political sciences and integration of specialist training with theory are important factors for this development. The fourth development is the necessity for a rational institutionalization of continuous lifelong education which would promote the teacher's individual creative work and self education. The diverse forms of further education for teachers now available are chaotic and should concentrate on satisfying specific teacher needs. (FG)

ED 211 467 SP 019 248

Prochazkova, Hana

The Concept of the Information Sub-system: Further Education of Teachers.

Pub Date-80

Note-22p.; Translated into English by L. Kollmannova and D. Slaba.

Available from-Not available separately; see SP 019 242.

Pub Type- Translations (170) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Educational Cooperation, Foreign Countries, *Information Networks, *Information Services, *Inservice Teacher Education, International Educational Exchange, *International Organizations, National Programs, *Organizational Objectives, Socialism

Identifiers-*European Centre Further Education Teachers

The European Information Centre for Further Education of Teachers (EIC-FET), located in Prague, Czechoslovakia, was set up in 1973 to acquire and organize information on professional growth of teachers. The information is collected to serve as a basis for in-house administrative needs and for the program implementation, innovation, and integration needs of users. The users can be classified as university and research organizations, school administrative authorities, international educational organizations, and other information and documentation institutions concerned with the further education of teachers. The EIC-FET is affiliated with the Charles University (Prague, Czechoslovakia), and operates in accordance with the policies of Czechoslovakia's Ministry of Education. Cooperative arrangements are being used both nationally and at the international level through the United Nations Educational, Scientific, and Cultural Organization. A computerized system makes abstracting and indexing services available to cooperating institutions. For this purpose, a multilanguage thesaurus of educational keywords is being compiled in conjunction with other socialist countries. EIC-FET selects and processes teacher education materials that are in Czech, Russian, or English, and which are based primarily on practices or activities in socialist European countries. Within the limits defined by the lack of international coordination in computer hardware, EIC-FET provides bibliographic records, abstracts and annotations, and scientific reports. EIC-FET also regularly publishes proceedings, collections of papers, bibliographies, and a newsletter. (FG)

ED 211 468 SP 019 249

Opravilova, Eva

The International Symposium on Pre-School Education (Prague, November, 1976).

Pub Date-Nov 76

Note-14p.; Translated into English by L. Kollmannova and D. Slaba.

Available from-Not available separately; see SP 019 242.

Pub Type- Translations (170) - Reports - Descriptive (141) - Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-Foreign Countries, *Inservice Teacher Education, *International Educational Exchange, *Preschool Education, *Preschool Teachers, Teacher Education, Teacher Qualifications

Identifiers-Czechoslovakia

A symposium on the initial training and further education of preschool education personnel in Europe was arranged in 1976 by the European Information Centre for Further Education of Teachers (Prague, Czechoslovakia). Two main papers were presented, followed by a group discussion by participants on specific problems. The final day of the symposium focused on the preschool education situation in Czechoslovakia. The paper by Professor M. Korinek of Czechoslovakia emphasized the increased amount of information available in the field of preschool education and child development, and compared conceptual characteristics of approaches to preschool education in European countries. He also noted the recent tendency of educational personnel toward obtaining higher education degrees, although many countries are offering secondary school courses designed for preschool personnel. In his paper entitled The Contemporary Problems of the Training Provided for Preschool Educational Personnel,'' Professor G. Miarelet of France analyzed the objectives of preschool education and stressed that the training of nursery school teachers should be formulated according to those objectives. Miarelet found that cooperative efforts, such as this symposium, were useful in clarifying problems and solutions. At the conclusion of the conference, a recommendation was made for a followup on specific topics and another was submitted to the United Nations Educational, Scientific, and Cultural Organization urging support of more symposia and research into education for preschool teachers. (FG)

ED 211 469 SP 019 250

Kabele, Frantisek

The International Symposium on the Further Education of Special School Teachers (Prague, October 1977).

Pub Date-Oct 77

Note-10p.; Translated into English by L. Kollmannova and D. Slaba.

Available from-Not available separately; see SP 019 242.

Pub Type- Translations (170) - Collected Works - Proceedings (021) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Disabilities, *Foreign Countries, Higher Education, *International Educational Exchange, Mainstreaming, *Special Education, *Special Education Teachers, *Teacher Education

A symposium on the problems of educating teachers of handicapped youth was organized by the European Information Centre for Further Education of Teachers (Prague, Czechoslovakia) in 1977. The Czechoslovak position on special education teachers was given in the symposium's main paper. Co-authors Frantisek Kabele and Ludvik Edelsberger described the three stages of a new plan for teacher education, consisting of adaptation, innovation, and specialization. A paper by W. Lund, of the European Association of Special Education (EASE), discussed the future of special education in western European countries and suggested that special schools should eventually be abolished in favor of gradual integration of handicapped children with their nonhandicapped peers. He also noted the resolutions adopted by EASE in 1976 on the requirements and needs of the handicapped and their teachers. Other papers dealt with such topics as United Nations Educational, Scientific, and Cultural Organization activities for special education teachers and training methods and problems experienced by participants. At the end of the symposium, a final resolution was prepared in which the responsibility of society for the education of handicapped youth and the need for international cooperation in this area was stressed. (FG)

Tollingerova, Dana

The International Symposium on the Further Education of Teachers in the Use of Educational Technology (Prague, November 1977).

Pub Date-Nov 77
Note-12p.; Translated into English by L. Kollmannova and D. Slaba.
Available from-Not available separately; see SP 019 242.
Pub Type- Translations (170) - Collected Works - Proceedings (021) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Educational Media, *Educational Technology, Educational Trends, *Foreign Countries, Instructional Innovation, *Multimedia Instruction, *Teacher Education, Teaching Skills

A symposium on the gap between equipping schools with educational media and teachers' effective use of the media was organized in 1977 by the European Information Centre for Further Education of Teachers (Prague, Czechoslovakia). It was attended by 35 Czechoslovak and 22 foreign experts from Europe and Russia, and a representative each from the United Nations Educational, Scientific, and Cultural Organization and the International Council for Educational Media. The main objective of the symposium was to contribute to the solution of problems caused by inadequate teacher training in the use of educational technology. Discussions and papers on three themes were presented: (1) the changing roles of teachers in contemporary schools and the need to train and motivate teachers to use educational media as instructional tools; (2) methods and forms of training teachers to use new equipment, during both preservice and inservice education; and (3) possibilities for international cooperative efforts among European countries. Final recommendations stated that training in educational media must be considered part of a teacher's lifelong learning experience, and that the United Nations Educational, Scientific, and Cultural Organization and other international organizations should seek and promote methods of advancing teachers' experiences with educational media. (FG)

ED 211 471 SP 019 252

Texler, Jiri

The International Survey on the Effective Use of Educational Media and Further Education of Teachers (Prague, 1977).

Pub Date-77
Note-12p.; Translated into English by L. Kollmannova and D. Slaba.
Available from-Not available separately; see SP 019 242.
Pub Type- Translations (170) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Educational Media, *Educational Technology, *Foreign Countries, Higher Education, Instructional Innovation, *Multimedia Instruction, *Teacher Attitudes, *Teacher Education
Identifiers-Europe

A survey of participants in a symposium on the use of educational media by teachers in Europe elicited replies from teachers, specialists in teacher education, and experts in educational media. All expressed positive attitudes toward increasing educational technology in schools. However, while some educators felt that educational technology will substantially alter the role of the teacher, the conviction of the socialist educators was that educational technology must become an instructional tool used by well-trained teachers, rather than becoming a substitute for teachers. From the replies, it was obvious that relatively few courses dealing with educational technology are offered in either preservice or inservice education programs. Participants felt that the main obstacle to expanding the use of educational technology was the conservatism of the older generation of teachers. Other difficulties cited were technical and administrative problems, and lack of information and motivation. Financial concerns were not listed as obstacles, but it was noted that effective school planning and a positive administrative outlook were necessary. Although the situations in such countries as Norway, Hungary, and Czechoslovakia are quite different, all show efforts of schools of education to equip future teachers with the necessary skills for a practical approach to educational technology. (FG)

ED 211 472 SP 019 253

Cole, Donald B., Ed. Cornell, Robert H., Ed.
Respecting the Pupil. Essays on Teaching Able Students.
Phillips Exeter Academy, Exeter, N.H.
Pub Date-81
Note-127p.; For related documents, see SP 019 254-266.
Available from-The Phillips Exeter Press, Phillips Exeter Academy, Exeter, NH 03833 ($6.95).
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academically Gifted, Discovery Learning, Humanistic Education, Individual Development, Learning Processes, Secondary Education, *Student Centered Curriculum, Student Characteristics, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Role, *Teaching Methods
Identifiers-*Phillips Exeter Academy NH

This collection of essays deals with teaching secondary school students who are academically gifted. These students have an unusual capacity to accomplish something; they have aptitude in some special areas. They have artistic or physical skills, or they are talented verbally, linguistically, or mathematically. The essays have a broad application, for many of the described modes of teaching are effective also for the less talented. The essays cover distinct subject areas and are arranged thematically. In Part I, essays stress the importance of the students in educating the talented. Part II emphasizes the importance of content and subject matter. Part III describes the use of inductive strategies and calls for teaching the process of investigation and discovery learning. In Part IV, teaching techniques are described in detail, and the necessity of allowing talented students to move rapidly is emphasized. Three essays are presented in the final section that focus on educating the whole student, not just training the mind or body. All of the essays stress the importance of student participation, both individually and as a group. In this student-centered education, students learn best if the teaching is open-ended and is a sophisticated blend of inductive and deductive processes. A number of the essays explore detailed techniques for teaching a given discipline. The basic philosophy expressed is that of a holistic education that deals with students morally as well as intellectually. (JD)

ED 211 473 SP 019 254

Rindfleisch, Norval W.

English. Essay on Teaching Able Students.

Pub Date-81
Note-13p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Academically Gifted, Cognitive Processes, *Creative Writing, *Critical Reading, *Discussion (Teaching Technique), *English Curriculum, *English Instruction, Secondary Education, Self Expression, Seminars, Student Centered Curriculum, Student Participation, Teacher Attitudes, *Teaching Methods, Writing Instruction
Identifiers-*Phillips Exeter Academy NH

The English courses at Phillips Exeter Academy (New Hampshire) are designed to challenge students in several areas: philosophy, linguistics, psychology, history, aesthetics, mythology, logic, and grammar. Although emphasis may vary from course to course, the goals in each remain the same: to teach reading and writing and the mental processes that underlie these basic skills perception, cognition, and imaginative manipulation. Each course is arranged in a spiral of graduated complexity and sophistication in the works read and the writing expected. The classes, composed of approximately twelve students, are conducted around an oval table, and reading and discussion become sources of inspiration for student writing. The seminar discussions serve as a rehearsal for the writing, and the writing experience reciprocally deepens the students' appreciation of craftsmanship and the power of the word. There are three stages of emphasis for four-year students. Experiential writing dominates the first three semesters. During the middle semesters, emphasis is placed on moving students from participant-writer to observer-writer, from self awareness to audience awareness. In the latter half of eleventh grade

and throughout the senior year, the emphasis in both reading and writing shifts to the intellectual. Students write longer analytical and interpretive papers. (JD)

ED 211 474 SP 019 255

DeVault, Mary T. McIlhiney, David B.

Religion. Essay on Teaching Able Students.

Pub Date-81

Note-7p.

Available from-Not available separately; see SP 019 253

Pub Type-Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Academically Gifted, *Biblical Literature, Critical Reading, *Discussion (Teaching Technique), *Ethical Instruction, Group Discussion, *Religious Education, Secondary Education, Student Centered Curriculum, Student Teacher Relationship, *Teaching Methods

Identifiers-*Phillips Exeter Academy NH

The Department of Religion at Phillips Exeter Academy (New Hampshire) offers more than a dozen courses, loosely grouped under the headings of scripture, theology, ethics, comparative religion, and philosophy. Approximately half of the enrollment in this department is in the area of biblical studies, where a close scrutiny is provided of either the Hebrew or Christian scriptures for the students, most of whom have had little previous acquaintance with biblical materials. Another popular course is in the area of ethics, in which students are confronted not only with personal decision making but also with such larger issues as genetic engineering, political morality, and world hunger. The method of teaching is a small group seminar with an emphasis on group discussion, personal journal writing, and frequent contact with the teacher for interchange of ideas and for answers to questions concerning sources, oral tradition, geography, and first-century culture and history. (JD)

ED 211 475 SP 019 256

Schultz, Donald P.

Drama. Essay on Teaching Able Students.

Pub Date-81

Note-7p.

Available from-Not available separately; see SP 019 253.

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Academically Gifted, Body Image, *Drama, Group Activities, *Group Dynamics, Interpersonal Competence, Secondary Education, *Self Actualization, *Self Expression, Sensitivity Training, *Teaching Methods, *Theater Arts, Workshops

Identifiers-*Phillips Exeter Academy NH

In the secondary school drama course at Phillips Exeter Academy (New Hampshire), the emphasis is upon group cooperation. Founded on the theories of Stanislavsky, teaching is directed toward a broad variety of skills in acting, directing, stage designing, and playwriting. The main focus of the program is on acting, which is taught in a sequence of courses. In the introductory course, offered at the tenth and eleventh grade levels, students spend much of their time in exercises designed to build confidence and to establish trust in the group. Students are taught how to use the senses and the body in a coordinated way to produce an emotion or action. Finally, they are allowed to progress to playing improvisational scenes. Emphasis throughout the course is on interaction between players. At no time during the beginning course are students allowed to work from a script. In the intermediate course, which relies on the written word, eleventh and twelfth grade students study scenes that are selected from plays presented in their historical setting. A chronological sequence is maintained, beginning with Greek drama and progressing to modern American drama. An extracurricular program offered includes seminars, workshops, and minicourses on the technical aspects of the theater. (JD)

ED 211 476 SP 019 257

Gilcreast, E. Arthur

History. Essay on Teaching Able Students.

Pub Date-81

Note-8p.

Available from-Not available separately; see SP 019 253.

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Academically Gifted, Class Size, *Controversial Issues (Course Content), *Critical Thinking, Decision Making, *Discussion (Teaching Technique), *History Instruction, Humanities Instruction, Inquiry, Listening Skills, Secondary Education, *Teaching Methods, Values Clarification

Identifiers-Phillips Exeter Academy NH

The real aim of the study of history is to enable students to develop conviction about their values and beliefs. To promote this end, the teacher must take a strong hand in helping students identify the broad themes that they should trace in their reading and class discussion. The point of discussion is to organize facts and develop generalizations. Since the success of a discussion class is directly proportional to the amount of student participation, fifteen students is probably the upper limit for the size of the class. It is important to develop in students the ability not only to speak and to clarify their own thinking but also to listen constructively to others. In addition to class discussion, instructors should assign a good deal of writing in the form of short papers, hour-long examinations, and quizzes. In an advanced history course, students should be required to write a longer research paper that is generally based on primary history sources. Emphasis should be on the process of critical thinking and the confidence to think independently. (JD)

ED 211 477 SP 019 258

Wharton, John

Art. Essay on Teaching Able Students.

Pub Date-81
Note-9p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Academically Gifted, *Aesthetic Education, *Art Education, *Art Expression, Creativity, Critical Thinking, *Individual Development, Instructional Materials, Secondary Education, Self Esteem, *Teaching Methods, Visual Arts
Identifiers-Phillips Exeter Academy NH

An art teacher can lead students through exercises and discussions which explain and develop techniques, promote ingenuity, give pride of craftsmanship, and provide the base upon which a lasting interest in the visual world can be built. The art teacher's first priority in the studio is to take students who, for the most part, have been deprived of visual education and attempt to build in them self confidence and concern for the visual world and a sense of normality when working in the studio. An effective teaching method progresses from initial visual decision making and selection, through practical experience with form, function, and structure and understanding of visual relationships of objects, to the development of the modes of thought and manual creation that all artists go through. This method enables the student to progress through elementary drawing techniques, construction methods, historical reference, verbalization of the process, and the production of a final unique form. (JD)

ED 211 478 SP 019 259

Compton, C. Arthur

Science. Essay on Teaching Able Students.

Pub Date-81
Note-7p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Academically Gifted, *Discovery Learning, *Discussion (Teaching Technique), Introductory Courses, *Laboratory Procedures, Science Curriculum, Science Experiments, Secondary Education, *Secondary School Science, *Teaching Methods
Identifiers-*Phillips Exeter Academy NH

Introductory science has become a discovery course for the students at Phillips Exeter Academy (New Hampshire), who are above average in ability and motivation. The philosophy of the course is that it should serve a more humanizing function than the preparation of young technicians, and that this function is as important for the future scientist as it is for the layman. Students are challenged to articulate ideas clearly and are encouraged to criticize, defend, disagree, refine, and then repeat the process. These are the crucial methods of science that future citizens must come to understand as well as future scientists. No textbooks are used in this course. Discussion and speculation, debate, and disagreement serve to develop the direction the course will take. The laboratory is used by students during the time that would otherwise be devoted to homework. In assigning laboratory work, directions from the teacher are deliberately barely adequate. Most of the design and establishment of procedure is left to the student. The basic philosophy of this teaching method is that students working on their own will come to different conclusions in their investigations, and, in arguing results with teachers and peers, they develop an insight into scientific methods. (JD)

ED 211 479 SP 019 260

Brown, Richard G.

Mathematics. Essay on Teaching Able Students.

Pub Date-81
Note-7p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Abstract Reasoning, Academically Gifted, Algebra, Concept Formation, *Deduction, *Discovery Learning, Geometry, Logical Thinking, *Mathematical Logic, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Teaching Methods
Identifiers-*Phillips Exeter Academy NH

A major goal of mathematics teaching is the involvement of students in the personal process of discovering mathematical ideas and formulating problems. The process of an inductive leap followed by a deductive argument is used in mathematics courses at Phillips Exeter Academy (New Hampshire). Mathematical problems are presented in which the givens are provided, but no specific proof is required. Students prove whatever they are able to from the givens. This device of not telling students what is to be proved helps build skills in inductive conjecturing as well as skills in deductive reasoning. Students then acquire, through their own work, the skills of anticipating and discovering mathematical theories and skills that teachers are often tempted to tell them. Students should be exposed to the personal, inventive aspect of learning mathematics. It can be argued that, for most students, the process of arriving at formulas and theorems through experimenting, guessing, and deducing is at least as important as the formulas and theorems themselves. (JD)

ED 211 480 SP 019 261

Kehl, Janet E.

Modern Languages. Essay on Teaching Able Students.

Pub Date-81

Note-10p.

Available from-Not available separately; see SP 019 253.

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Academically Gifted, Classroom Environment, Educational Games, Group Dynamics, *Modern Languages, Pacing, Secondary Education, *Second Language Instruction, Student Attitudes, Teacher Attitudes, Teacher Effectiveness, Teacher Response, *Teaching Methods

Identifiers-Phillips Exeter Academy NH

Reflections are offered on the challenge of teaching a foreign language to academically gifted adolescents. At the introductory levels, able students are impatient with materials that are too simplistic. To hold their attention, they need exercises that involve choice, complex structural changes, and creativity. Colloquial dialogues and culturally authentic situations will capture their interest. At the intermediate level, to keep pace with the students' maturing minds, the teacher must use materials that require analysis and stimulate debate. At the advanced level, a text that is appropriate linguistically may be stylistically or culturally beyond even the bright student. Careful selection of reading materials must be made. Good students demand that new material be introduced at a rate that may, at the time, exceed their ability to assimilate it. Teachers must move ahead quickly to sustain a brisk pace to keep students alert and yet not so fast that it intimidates or discourages them. In moving from schoolroom language to genuine language, students need to progress from highly structured exercises to those with a minimum of structure. Encouraging students to play in a foreign language word games, skits, and dialogues aids students to progress to a natural and easy use of the language. (JD)

ED 211 481 SP 019 262

Forbes, A. Irving
Music. Essay on Teaching Able Students.

Pub Date-81
Note-6p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Academically Gifted, *Classroom Techniques, Curriculum Design, Enrichment Activities, *Music Appreciation, *Music Education, Secondary Education, Student Evaluation, *Talent Identification, Teacher Attitudes, *Teaching Methods
Identifiers-Phillips Exeter Academy NH

In teaching courses on music at the secondary level, teachers should seek to broaden the horizons of beginners so that they may become more enlighted members of the audience world. Most formal courses in music at the secondary level are in the areas of music appreciation or harmony. Music appreciation usually begins with basic theory, with the class singing major and minor scales. When symphonies are being studied, the main themes are written on the board, and class members are expected to sing them to the best of their ability. The study of musical form naturally leads to a definition of the major period in history. When it is possible, parallels are drawn with the corresponding periods in art, architecture, and literature. An ideal program in a large school should also include the opportunity for private lessons as well as an orchestra, a glee club, and a stage band. Regular curricular offerings might also include a choir and wind and string instrumental ensembles. The music department should present a series of concerts throughout the year. Many of these will consist of students performing singly or in ensembles; others will be presented by faculty and guest artists. The chance of identifying and dealing with genuine musical talent is one that is a constant challenge to the music teacher. (JD)

ED 211 482 SP 019 263

Coffin, David D.

Classics. Essay on Teaching Able Students.

Pub Date-81
Note-8p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Ability Grouping, Academically Gifted, *Acceleration, *Classical Languages, Classical Literature, *Course Content, Linguistics, *Reading Comprehension, Secondary Education, *Second Language Instruction, Teacher Education, Teacher Effectiveness, *Teaching Methods, Textbook Selection
Identifiers-*Phillips Exeter Academy NH

In a field as varied and as technical as the classical languages, the professional training of the teacher is of paramount importance. An undergraduate major and graduate school work in the field of classical languages give a general view of the field and show which writings are interesting or important and how difficult they are. A graduate course in linguistics is also of great practical value. Teachers of secondary students studying Latin and Greek should group the students by ability. Linguistically talented students can move at a pace that maintains their interest, and they can accomplish more if they are separated from others. The teacher should remember that the principal objective is for the student to learn to read the classical languages unadapted, although hearing, speaking, and writing the languages may be helpful in fulfilling that aim. At Phillips Exeter Academy (New Hampshire), Latin instruction follows the established pattern of starting with readings in Caesar, progressing through Cicero and Ovid, and advancing to the lyric poets. The courses in the classics are accelerated, and bright students can be introduced to a varied selection of readings that they might have in four years at a traditional pace. Because virtually all the students are talented, the program for instruction in Greek is similarly accelerated. (JD)

ED 211 483 SP 019 264

Fellows, Joseph E. Nooney, Jill

Counseling. Essay on Teaching Able Students.

Pub Date-81
Note-6p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Academically Gifted, *Adolescents, Anxiety, *Counselor Client Relationship, Counselor Role, *Emotional Disturbances, Helping Relationship, Listening Skills, *Psychotherapy, *School Counseling, Secondary Education, Student Behavior
Identifiers-*Phillips Exeter Academy NH

The role of the counselor in a secondary school is discussed. The goal of psychotherapy is to reacquaint the student with the forgotten feelings and memories that have blocked growth in certain areas. By listening actively and empathetically, the counselor creates an atmosphere of trust that enables the student to talk freely. With the guidance of the counselor, the student begins to examine troublesome aspects of behavior, using childhood memories, recent experiences, and patterns of responses in the student-counselor relationship as raw material. A case study illustrates a problem brought to a counselor by a student and the methods and techniques that were used to solve it. (JD)

ED 211 484 SP 019 265

Nekton, Kathy N.
Physical Education. Essay on Teaching Able Students.
Pub Date-81
Note-8p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Ability Grouping, Academically Gifted, Athletic Coaches, Exercise, *Individual Development, *Intramural Athletics, *Lifetime Sports, *Physical Education, *Physical Fitness, Recreation, Secondary Education, Skill Development, Student Attitudes, Student Motivation, Student Teacher Relationship, Teaching Methods, Teamwork
Identifiers-*Phillips Exeter Academy NH

The physical education program at Phillips Exeter Academy (New Hampshire) is designed to benefit students who, while being academically gifted, have the normal range of athletic aptitude and interests. The primary objective of the overall program is to develop individual abilities and promote physical fitness. While some students enjoy and participate in team sports, others prefer individual activities and sports that they will participate in throughout their life, such as golf, tennis, or swimming. Athletic faculty members are encouraged to continue to develop their own abilities and to actively participate in sports with the students. A special program is offered for ninth grade students, whose abilities, condition, and interests are quite diverse. The basic philosophy underlying the program is that students should improve their individual body fitness through athletic activity and should also be exposed to as many athletic opportunities as possible. (JD)

ED 211 485 SP 019 266

Terry, Charles L.
Moral Education. Essay on Teaching Able Students.
Pub Date-81
Note-7p.
Available from-Not available separately; see SP 019 253.
Pub Type- Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Academically Gifted, *Boarding Schools, Dormitories, *Ethical Instruction, Group Experience, Human Relations, *Interpersonal Competence, *Moral Development, Moral Values, Prosocial Behavior, Secondary Education, *Social Cognition
Identifiers-*Phillips Exeter Academy NH

For a teacher of gifted students in a boarding school such as the Phillips Exeter Academy (New Hampshire), the experience of the classroom and the experience of the dormitory can be radically different. A student who writes eloquently on the subject of charity may behave most uncharitably in the social interactions of the residence hall. The classroom atmosphere at Exeter, created by a small group of students assuming the major burden of discussion, offers the ideal setting for a subtle combination of contextual and didactic moral education. Gifted students must ultimately be purged of the cant that academic study is merely methodology or that facts have nothing to do with one's social and emotional being. Teachers should affirm the idea that the classroom is the center of the school and should work to create a balance in the classroom so that intellect and emotion are integrated. (JD)

ED 211 486 SP 019 267

McCulloch, J. M. Thompson, B.

Cross-Discipline Generalizability of Fuller's Teacher Concerns Model.

Pub Date-81
Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education, *Allied Health Personnel, Anxiety, Higher Education, *Physical Therapists, *Student Attitudes, Student Motivation, Teacher Attitudes, Teacher Behavior, Teacher Characteristics
Identifiers-*Stages of Concern Questionnaire

Based upon several studies involving teacher trainees, Fuller (1969) posited that education students progress through a three-stage sequence of concerns during their training. First, they are concerned about themselves, and later they tend to become more concerned about their knowledge of the subject. Finally, they become concerned about their effect on the pupils they teach. This study investigated whether Fuller's concerns model would be applicable to the training experienced by health professionals. Two areas were investigated: (1) the three concerns stages of teachers and their similarity to the concerns experience of physical therapists; and (2) the progress of the physical therapists through the stages of the sequence and the similarity to the sequence proposed by Fuller. Thirty-four physical therapy students and forty-eight practicing physical therapists were the subjects of the study. The instrument used was the Teacher Concerns Checklist, developed by George, Borich, and Fuller (1974), which was modified slightly to measure the concerns of physical therapists. Results indicated that physical therapy students and practitioners experienced the same three concerns stages as outlined by Fuller for teachers. The students and therapists also progressed through the stages in the same sequence that was proposed by Fuller. The results suggest that Fuller's concerns model is valid in professions other than education and has some implications for the training of health professionals. (JD)

ED 211 487 SP 019 272

St. Pierre, Robert G.

An Evaluation of the Nutrition Education and Training Program: Project Summary.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-Food and Nutrition Service (DOA), Washington, D.C.
Pub Date-May 81
Contract-53-3198-9-38
Note-72p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Development, *Delivery Systems, Elementary Secondary Education, *Federal Programs, Federal State Relationship, Food Service, Health Education, *Nutrition Instruction, *Program Effectiveness, Program Implementation, *State Programs, Student Attitudes, Teacher Education
Identifiers-*Nutrition Education and Training Program

This project summary reviews and extends the findings of prior reports made by Abt Associates, Inc. (Cambridge, Massachusetts) on the Nutrition Education and Training (NET) program, synthesizes evaluation efforts in nutrition education, and presents a set of conclusions based on the evaluations of nutrition programs. Chapter 1 presents background information on the NET program and gives a brief overview of the report. Chapter 2 describes the organizational framework of most nutrition programs and relates nutrition education activities to their hypothesized effects. Chapter 3 describes how the NET program is intended to work and how it has been implemented and investigates the implementation of programs from 1978 to 1980. Chapter 3 also reviews the legislative mandate behind the national NET program and presents a status report on the program by summarizing findings from surveys of NET state coordinators and a sample of local project directors. Models of three state programs are presented to show the diversity of responses to the program at the state level. Chapter 4 addresses the impact of the NET programs in Georgia and Nebraska, comparing the programs to other nutrition education programs also funded through the NET program or through the Food and Nutrition Service (Department of Agriculture). Conclusions are drawn about the effects of the programs on childrens' nutrition-related knowledge, attitudes, and behaviors. The final chapter sets forth the major conclusions of the report. (FG)

ED 211 488 SP 019 274

Ayers, Jerry B.

Study of the Teacher Preparation Programs of Tennessee Technological University. Report 81-2. Tennessee Technological University Teacher Evaluation Model-Year VIII.

Tennessee Technological Univ., Cookeville. Coll. of Education.
Pub Date-Aug 81
Note-70p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, *Educational Assessment, Evaluation Methods, Graduate Surveys, Higher Education, *Longitudinal Studies, Program Evaluation, *Teacher Education Programs, Teacher Effectiveness, *Teacher Evaluation, Teaching (Occupation), Trend Analysis, Vocational Followup
Identifiers-*Tennessee Technological University

This report presents the findings of the eighth year of the application of the Tennessee Technological University Teacher Evaluation Model. Designed by the university to evaluate its teacher education program, the basic instrumentation has been mail surveys, interviews, and classroom observations. The information gathered on working graduates is used for curriculum evaluation and long-range planning. Surveyed for this report were those graduates teaching within a 75-mile radius of the university who had completed either the bachelor of science (B.S.) or the master of arts (M.A.) program in teaching between 1977 and 1980. The first chapter describes the purpose, procedures, and limitations of the study. Chapter II presents and interprets the data for the current year of the study (1980) and compares the results with those in earlier years. In Chapter III, summaries of two special studies are presented, one providing in-depth analysis on M.A. graduates, and the other summarizing findings on graduates of the Intervention Program for Improvement of Early Childhood and Elementary Teaching. Chapter IV presents: (1) a brief summary of the total evaluation effort; (2) the major conclusions of the study; (3) recommendations based on the conclusions; and (4) a summary of the plans for the 1981-82 graduate study. A list of references pertaining to the teacher preparation programs at the university is appended. (FG)

ED 211 489 SP 019 281

Mungo, Samuel J.

A Multicultural Early Field Experience Model: The ISU Urban Education Program.

Pub Date- 79
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, *Field Experience Programs, Group Unity, Helping Relationship, Higher Education, Multicultural Education, *Preservice Teacher Education, *School Community Relationship, Student Attitudes, *Urban Education

Identifiers-Illinois State University

A major component of the Illinois State University (ISU) teacher education program is early field experience in a multicultural setting. The aim of this component is to enable prospective teachers to be aware of the needs of the changing school population and its cultural diversity. The ISU community-based field experience program is coordinated with on-campus course work that is designed to prepare the students for urban experience. Students are carefully screened before entering the program. Orientation for the program is conducted by the college faculty in cooperation with local community personnel, and efforts are made to allow students to develop cohesiveness as a group in cooperative and supportive patterns. Field assignments are community-based and emphasize contact with multicultural urban populations in school and nonschool settings. The bulk of the field experiences take place in nonschool settings. Students work with professional staff in such programs as drug and mental health facilities and youth centers. This enables the prospective teachers to gain insight into the background and life realities of the urban students they will teach. In evaluating A description of a typical schedule of students in the program shows that they work in varied locations from 8:30 a.m. to 10:00 p.m. In order to evaluate the program, students were given the Cultural Attitude Inventory test and the Personality Orientation Inventory test both before and after the field experience. In both tests, the mean scores of the students changed favorably from one testing period to the next, indicating development of a more positive attitude toward youth of different cultures. (JD)

ED 211 490 SP 019 282

Mungo, Samuel J.

Stress, Burnout and Culture Shock: An Experiential, Pre-service Approach.

Pub Date- 81

Note-16p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, *Culture Conflict, *Desensitization, *Education Courses, Education Majors, *Field Experience Programs, Higher Education, Preservice Teacher Education, *Prevention, School Community Programs, Teacher Burnout, Teacher Education Curriculum

A carefully-monitored off-campus program for preservice teacher education students can be used as a preventive approach to teacher stress, burnout, and culture shock often experienced by practicing and beginning teachers. Anxiety, caused by a variety of reactions including low self image, threat to security, and fear, is a common element in stress and culture shock. The proposed model features a preservice field experience program that is entered prior to student teaching and also features anxiety in controlled circumstances. The model should be used in a culturally and ethnically diverse community. The first of four program components is an orientation week for students to become familiar with neighborhood programs and agencies. The second component is a nine-week field experience in assigned settings, such as alternative schools, alcohol or drug prevention programs, and mental health facilities. Students should have a minimum of three different assignments each day, lasting from 8:00 a.m. through 10:00 p.m. Assignments should be based on three criteria: student skills and background, the needs of the participating agencies, and the type of experience the student needs. The elements of challenge, intensity, and variety should produce stressful situations. The third and fourth components provide the necessary support and feedback that enable the students to learn and benefit from their situations. The students form a network of support systems, a strategy they can later use as teachers. The program director should hold weekly seminars and supply individual feedback to students. (FG)

ED 211 491 SP 019 284

Achilles, C. M.

Let's Stir Some New Ingredients Into the Cauldron.

Pub Date-Aug 81

Note-11p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, Adoption (Ideas), College Faculty, *Demonstration Programs, *Educational Cooperation, *Faculty Development, Federal Programs, *Information Dissemination, *Inservice Teacher Education, Networks, Program Validation, Research Utilization, Teacher Attitudes

Identifiers-*National Diffusion Network

The National Diffusion Network (NDN) has, since 1974, disseminated information about exemplary elementary and secondary programs, processes, and projects. State facilitators, usually based in the state education agencies, perform coordinating and brokering roles in program development. Programs are validated by the Joint Dissemination and Review Panel, made up of National Institute of Education and Office of Education personnel and are listed in the annual NDN catalog,

Educational Programs That Work.'' State facilitators use the catalog to plan new programs or to modify existing programs so that they can be used in their states. Locating the state facilitator in an institution of higher learning can provide unique opportunities for professional growth. The areas of research, internships, field experience programs, and faculty development can benefit from working with the NDN. However, barriers that prevent use of the NDN programs exist in higher education institutions. Colleges are slow to accept change in their established programs. College faculty also may resent the emphasis on evaluation research and the necessity for coordination among political entities. (FG)

ED 211 492 SP 019 288

Funk, Fanchon F. And Others

The Influence of Feedback from Supervising Teachers on a Student Teaching Program.

Pub Date- 78

Note-15p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College School Cooperation, *Cooperating Teachers, *Evaluation Methods, Forced Choice Technique, Higher Education, *Measurement Techniques, Preservice Teacher Education, *Program Evaluation, Rating Scales, Student Evaluation, *Student Teacher Supervisors, *Student Teaching, Teacher Effectiveness

An example of a comprehensive mechanism for obtaining specific evaluative data related to teacher education programs is presented. This Supervising Teacher's Program Evaluation Form was devised to gather data from cooperating teachers in three areas: (1) the adequacy of the student teacher's training; (2) the adequacy of the university supervisor's supervision of student teachers; and (3) the adequacy of the Florida State University's Office of Field Experiences in the duties of supervision, cooperation, and communication with supervising teachers. While the questionnaire is being used to assess the effectiveness of Florida State University's teacher education program, investigators recognize a margin for error in interpreting responses. The form calls for ratings of excellent, good, fair, and poor. The supervising teachers appeared to rate almost all of the student teachers highly, and it is recognized that supervising teachers are inclined to overestimate or make leniency errors when they are familiar with those whom they are rating. Therefore, in analyzing the responses to these forms, it is assumed by the investigators that a rating of good'' implies that there is room for improvement. The Office of Field Experiences, using this assumption, has observed areas of weakness in the teacher training program and has recommended measures for improvement. In examining the ratings of the university supervisors and their own office, the investigators, using the same allowance for error, have proposed changes for ameliorating weaknesses in the various teacher education departments. (JD)

ED 211 493 SP 019 289

Peters, Richard Oakes

Proactive Students in Global Education. Understanding the Third World: A Moving Force in Our Lives. The Teacher.

Pub Date-Jan 82
Note-31p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Pluralism, Depleted Resources, *Developing Nations, Futures (of Society), *Global Approach, Higher Education, *Human Resources, Labor Market, *Natural Resources, Population Trends, Teacher Education, Unemployment, *World Problems
Identifiers-*Global Education Project

A global approach to the world's problems is presented, viewing social, cultural, scientific, and humanistic questions as factors in a world that is a single interacting system. It is noted that the basic needs of the third world, which represents nearly half of the world's population, have not been met. A discussion on this topic addresses the issues of overpopulation, diminishing food supplies, declining natural resources, and unemployment that are current in Africa, Asia, and Latin America. It is pointed out that there is a pressing need for global education to prepare youth to solve the world-wide problems that will be urgent before the end of this century. Global education is an effort to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. Twelve United States institutions of higher education that offer global and international education are listed. These universities include global education in their teacher training programs. Eight organizations offering inservice programs in global education are also identified. In addition, partial lists are provided of institutions offering studies on Africa, Asia, Latin America, and the Middle East. (JD)

ED 211 494 SP 019 292

Gebhardt, Deborah L. And Others
Instructors: Are They Significant?
Pub Date- 76
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Intermode Differences, Lesson Observation Criteria, *Teacher Characteristics, Teacher Effectiveness, *Teacher Influence, *Teaching Methods, Teaching Styles, *Tennis

The effect of instructors and of using two different methods of teaching tennis on skill acquisition was investigated. Two hundred twelve subjects received beginning tennis instruction in either the traditional groundstroke (using a full grip) teaching method or the volley (using a graduated length grip) teaching method. To control teacher bias toward either method, each of the four participating teachers implemented both methods in different classes. All subjects were pre- and post-tested on the Broer-Miller Forehand-Backhand Drive Test. Results indicated that each teacher showed a preference for a particular teaching method, and that the effect of different methods cannot be statistically isolated because natural teacher variance cannot be separated from the main effect of the methods. It is suggested that future methodology studies employ several teachers and require that all teachers implement each method under investigation. (Authors/FG)

Proceedings of the Annual Southwest Park & Recreation Training Institute (26th, Kingston, Oklahoma, February 1-4, 1981).
Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.
Spons Agency-National Recreation and Park Association, Arlington, Va.
Pub Date-Feb 81
Note-166p.
Available from-Department of Park Administration and Landscape Architecture, Texas Tech University, Lubbock, TX 79409 ($8.00).
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Community Resources, Higher Education, *Organizational Development, Park Design, *Parks, Professional Development, Professional Education, Public Relations, *Recreational Programs, *Recreation Finances, Staff Development
Identifiers-*Parks and Recreation Professionals

Summaries of papers given at a regional training institute on parks and recreation facilities, programs, amd objectives are presented. The

purposes of the institute were to encourage professionalism among those who work in parks and recreation, to foster interagency cooperation, and to support colleges that train parks and recreation professionals. Four general session papers discuss the relationship of park professionals to citizens, the school sports crisis, legislative advocacy, and long range planning for park facilities. The workshop summaries section describes workshops that covered a wide range of subjects, some from a research perspective, and others offering program descriptions or suggestions. This section includes papers on management and budgeting techniques, facility use and planning, staff development, public relations, and uses of trails and seasonal plants. Included in this volume is a list of award winners and the names and addresses of participants. (FG)

ED 211 496 SP 019 326

Gupta, Nina

Some Sources and Remedies of Work Stress among Teachers.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Aug 81

Note-15p.

Available from-Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701 ($3.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Characteristics, *Administrator Responsibility, Interprofessional Relationship, Mental Health, Principals, Role Conflict, *Stress Variables, *Teacher Administrator Relationship, *Teacher Burnout, Teacher Characteristics, Teacher Responsibility, Teacher Role, *Teaching Conditions

Many aspects of the work environment can lead to feelings of stress among teachers. The job, other teachers, discipline issues, and characteristics of the school administration can all be potential stressors for teachers. Understanding the dynamics of teacher stress can be useful for school administrators in many ways. It provides them with a better understanding of their own and teachers' work lives; it can make them better supervisors and colleagues for teachers; it can also improve the effectiveness of the school. Administrators should know what causes teacher stress and how to reduce the stress; at the very least, they should understand why teachers react to the school environment. If each school administrator identified those aspects of managerial style and school environment that are stress-producing and tried to alter these phenomena, stress reduction for teachers would be possible. Some ways of alleviating teacher stress are by providing: (1) role clarity; (2) equitable workload distribution; (3) accurate matching of skills to assignments; and (4) inservice education for needed skills. (JD)

ED 211 497 SP 019 327

Gupta, Nina Jenkins, G. Douglas, Jr.
Work Role Stress Among Female and Male Public School Teachers.
Southwest Educational Development Lab., Austin, Tex.
Pub Date-Aug 81
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 27, 1981).
Available from-Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701 ($3.00).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Environment, Interpersonal Competence, Peer Relationship, *Psychological Patterns, Public School Teachers, *Role Conflict, Self Concept, *Sex Differences, *Stress Variables, Teacher Attitudes, *Teacher Characteristics, Teacher Role, Teaching Load, Vocational Adjustment, Work Attitudes

This study explored the potent sources of stress for a sample of teachers, investigated the differences in stress predictors for men and women, and examined the consequences of stress for men and women. Twenty-five public school teachers participated; sixteen of these were women and nine were men. The study was conducted through interviews with the teachers. Stressors were categorized under three broad categories: job-related factors, interpersonal factors, and general organizational factors. The interviews sought to determine the perceived role demands that an individual is unable to satisfy and the extent of symptoms of strain. Results indicated that quantitative role overload was the stress most frequently experienced by the subjects, followed by role ambiguity and role conflict. Stressors generally tended to be more potent for women than for men. Job variety, job responsibility, and interpersonal characteristics were found to be salient stressors for women. No stressor appeared to be salient for men. Organizational stressors were minimally potent among both men and women. While women were more likely to report the experience of role stress than were men, stress resulted in the experience of psychological strain for both men and women. Stress had predictable effect on men. For women, however, role stress was inversely related to physiological and behavioral strain symptoms. (JD)

ED 211 498 SP 019 329

Murray, Jan, Ed. And Others

The Migrations Project Resource Handbook. Folk Arts to Enhance the Curriculum.

Teacher Center, Inc., New Haven, Conn.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C. Ethnic Heritage Studies Program.

Pub Date-81

Note-125p.

Available from-The Teacher Center, Inc., 425 College Street, New Haven, CT 06511 ($8.50 includes postage and handling).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Characteristics, Cultural Background, Curriculum Enrichment, Elementary Secondary Education, Ethnic Origins, Ethnic Studies, *Ethnology, *Folk Culture, Handicrafts, *Multicultural Education, *Museums, Oral History, Program Development, *Resource Materials, School Community Relationship, *Teacher Centers

Migrations'' is a multi-ethnic, interdisciplinary approach to the exploration of ethnic heritage. Designed by the Teacher Center, Inc. (New Haven, Connecticut), the project is conceived on the principle that ethnic heritage can be a source of pride and unity for all members of a community. It provides an active link between the ethnicity of the community and that of its schools. A primary focus of Migrations'' is on celebrating, through folk arts and oral history, those attitudes and experiences which are basic and vital to the lives of all people. All aspects of the project revolve around a museum housing a collection of folk art objects and photographs and reflecting the major ethnic composition of the community. A traveling mini-museum is an active teaching tool that is taken into classrooms and occasionally on road trips. This handbook contains photographs of the contents of the museum as well as descriptions of the activities of the center in which the project is based. These activities include providing advisory services to neighborhood schools, offering help to teachers in developing arts and crafts, projects and bringing older adults into the classroom as visiting lecturers. These visitors are of different ethnic backgrounds and are a source of folklore and oral history. Included in the handbook is a bibliography of books, films, slide/tapes and records, and other resources. (JD)

ED 211 499 SP 019 332

Lawrence, Gordon

A Synthesis of Research on the Effectiveness of Staff Development Programs.

Pub Date-May 81

Note-13p.; Paper presented at the State of Ohio Department of Education Annual Conference on Inservice Education (Columbus, OH, May 5, 1981).

Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Agents, *Educational Research, *Inservice Teacher Education, Participant Satisfaction, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Research Methodology, *Staff Development, Teacher Attitudes, Teacher Behavior

A report is given of a comprehensive review of research on inservice education. The review process began with 6,000 abstracts and references. About 150 of the documents reported some quantitative findings. Fifty-nine studies met topic criteria and also had statistics which could be synthesized. These studies were sorted into four categories of objectives: cognitive, affective, performance, and consequence. Cognitive objectives dealt with the participant's store of information or concepts, affective objectives concerned changes in attitudes. Performance objectives included observable skills and behaviors of participants, and consequence objectives were those that concerned changes in pupils resulting from what participants gained in the program. The review was directed toward finding inservice program contexts, materials, and procedures that are most effective in facilitating cognitive, affective, performance, or consequence change in participants. Eleven general findings are reported on the inservice programs most successful in accomplishing their objectives. A description is given of three successful inservice programs that were well designed and that tended to treat teachers as professionals. The programs also illustrate three different research designs that are manageable in conducting inservice programs. (JD)

ED 211 500 SP 019 336

deVoss, Gary And Others

A System for Documenting and Evaluating the Experiences of Pre/Inservice Teachers.

Ohio State Univ., Columbus. Coll. of Education.
Pub Date-Nov 81
Note-46p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Education Majors, Higher Education, Longitudinal Studies, Outcomes of Education, *Preservice Teacher Education, *Program Evaluation, Schools of Education, *Student Evaluation, *Teacher Education Programs, *Teacher Evaluation, *Teaching Experience
Identifiers-Ohio State University

Ohio State University's College of Education has created the Student Information System (SIS) as a means of receiving feedback and evaluating its teacher education programs. SIS is based on the documented experiences, from the variety of perspectives of those involved in the teacher education process, and will be used for program planning, accreditation, and student advisement. There are four components to the system: (1) quantitative and descriptive records on each student; (2) assessments of candidates' skills by cooperating teachers, peers, and college supervisors; (3) narratives of the teacher education experience, in the form of summative, supervisor, and students' self analyses; and

(4) descriptions of the context, or environment of on- and off-campus settings, by all those involved in the learning experience. SIS is designed to monitor students' skill development at many stages and takes into consideration the interrelated factors that shape teachers. This document presents: the reasons for creating the SIS (Section I); the general background of the SIS (Section II); and the components of the SIS (Section III). Section IV of this document presents the instrumentation of the SIS, including tables describing the SIS components and a cross section of a stage in professional development illustrating the components. (FG)

ED 211 501 SP 019 337

Cohen, Elizabeth G.

Teacher Application Pamphlet: Designing Change for the Classroom. Final Report. Status Equalization Project: Changing Expectations in the Integrated Classroom.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jun 80
Grant-OB-NIE-G-78-0212-(P-4)
Note-219p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Bias, *Classroom Environment, Curriculum Design, Elementary Education, Expectation, Group Activities, Group Dynamics, *Grouping (Instructional Purposes), Minority Group Children, Program Evaluation, *School Desegregation, *Small Group Instruction, *Socioeconomic Status, Status Need, Student Behavior, *Teaching Methods

This report is based on the results of a field experiment in three racially integrated elementary schools. The study reports that groupwork is an effective strategy to produce equal status behavior among racial groups of different socioeconomic background and different levels of academic skills. It also reports that small groups are of critical importance to special classroom settings such as the desegregated classroom. The study includes: (1) theoretical rationale for using small groups to create more successful learning experiences for students with low expectations for academic competence; (2) directions on how to train children in small group behavior and specific activities to be used during training; (3) data on adaptation of one's regular curriculum to the small group mode; and (4) evaluation data. A list of references is appended. (Author/JD)

ED 211 502 SP 019 338

Abstracts of Research Projects. Volume VI, 1975-1980.

Dayton Univ., Ohio. School of Education.
Pub Date-81
Note-195p.; Submitted to the Graduate Committee of the School of Education, University of Dayton, in Partial Fulfillment of the Requirements for the Degree of Master of Science in Education.
Pub Type- Collected Works - General (020) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, *Educational Practices, *Educational Research, Elementary Education, Inservice Teacher Education, Mainstreaming, Physical Education, *Program Effectiveness, *Program Evaluation, Reading Instruction, Research Methodology, *Research Projects, Teaching Methods
Identifiers-University of Dayton OH

The abstracts published in this volume are of research projects conducted between 1975 and 1980 by graduate students fulfilling requirements for the degree of Master of Science in Education at Dayton University (Ohio). Over half of these projects were conducted in elementary schools and, of these, the majority deal with reading instruction. Other fields covered by the 165 abstracts include: mathematics; art; physical education; religion; social studies; business; health and safety; history; languages; special education; guidance and counseling; administration and supervision; and higher education. Each abstract is presented in the same format: author, date of the report, pagination, name of faculty advisor, statement of the research problem, title, research procedure, findings/conclusions, and in some cases, recommendations. (JD)

ED 211 503 SP 019 339

Holmes, Margaret M.

The Value of Slogans in Professional Discourse: A Case Study of the Entry of New Ideas into Educational Practice.

Pub Date-Apr 80

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication (Thought Transfer), Communication Research, Comprehension, *Concept Formation, *Curriculum Development, Elementary Education, Elementary School Teachers, *Intermode Differences, *Open Education, *Semantics, Teacher Characteristics, Teaching Methods

Identifiers-*Jargon, *Slogan System Analysis (Komisar and McClellan)

Professional discourse among educators often includes the use of slogans'' and generalizations.'' Generalizations are usually more precise than slogans, which can be interpreted differently and to various degrees. During the implementation of open education curricula in several elementary schools, the evolution of teachers' ideas on classroom techniques was examined. Komisar and McClellan's slogan system analysis was used to delineate two groups of teachers with different interpretations of open education. The two groups of teachers interpreted the same slogans in different ways, depending on whether they were affiliated with a parent-teacher coalition, the Open Classroom Committee (OCC), formed to support open education. A high level of ambiguity existed in the interpretation of slogans and in the development of open education curricula because the differences between the two groups were never openly articulated, and the teachers themselves were often not aware of the differences in perspectives about open education. The differences were largely apparent in the conception and organization of the curriculum. The OCC-affiliated teachers were pragmatic, functioned informally, and based their curriculum development and rules for student behavior on the collective experience of the class. Those teachers not affiliated with the OCC often used individualized lesson plans and performance contracts and were more likely to have structured classroom projects. The use and study of slogans in educational discourse can lead to improved communications for educational practice. (FG)

ED 211 504 SP 019 340

Jesse Owens Olympian Summer Youth Development Program Evaluation.

Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date-80
Note-49p.
Available from-Educational Evaluation & Market Research Systems,
Cuyahoga Community College, 700 Carnegie Avenue, Cleveland, OH 44115.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Athletics, Community Colleges, *Community Recreation Programs, *Leadership Training, Program Administration, *Program Evaluation, Public Agencies, School Community Relationship, Staff Development, *Summer Programs, Youth, Youth Programs

An evaluation is given of an urban summer recreational program which was sponsored by a community college and designed to provide recreation, instruction, competition, and personal development for youth from 8 to 17 years. The program also offered inservice education to staff of community agencies working with youth. Activities included swimming, gymnastics, softball, baseball, track and field, basketball, judo, tennis, and soccer. Approximately 1,250 youth participated. This report presents descriptions of program goals and objectives, staffing, and participants. Results of a survey of the faculty and the students in the recreational leadership course and interviews with the staff and administrators measured the attitudes toward the program and its effectiveness. Demographics of the participants and program costs were also considered. Attitudes toward the inservice component were measured through a questionnaire. Findings indicate an overall satisfaction with the recreational program and the leadership inservice training. Problems that arose are briefly discussed and recommendations are made for future programs. Appended are the program plan, registration form, budget, staff questionnaires, summary of responses, recreation program attendance data, course description, leadership training course evaluation form, and staff evaluation form and responses. (JD)

ED 211 505 SP 019 342

Greene, Myrna L., Ed.
Summary of Proceedings of the Exploratory Conference on Cooperation in Teacher Education Research.
Lethbridge Univ. (Alberta).
Pub Date-Nov 81
Note-36p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Deans, *Educational Cooperation, *Educational Research, Educational Researchers, Foreign Countries, Higher Education, *Information Networks, Institutional Cooperation, Regional Cooperation, *Research Coordinating Units, *Schools of Education, Teacher Education, Teacher Educators
Identifiers-*Canada (West)

Educators and education researchers from teacher education in western Canada institutions attended a conference to explore possibilities for cooperation in teacher education research. Sponsored by the University of Lethbridge (Alberta), participants included representatives from universities in British Columbia, Victoria, Alberta, Calgary, Regina, Saskatchewan, Manitoba, and Winnipeg. Informal opening statements from participants indicated the status of educational research efforts and the need for collaboration at each university. A presentation by Dr. Vern Dravla[illegible] of the University of Lethbridge outlined possible options and directions for the future and contained suggested guidelines for further discussion among several groups. Small group discussions and a general discussion on various topics followed, resulting in a list of possible cooperative ventures among the universities. A consensus was reached on the commitment of participants to work toward formal collaborative arrangements for teacher education research. A document was drafted and submitted to the deans of education at the western Canada universities requesting their active support in establishing a database for studies in teacher education to be shared by cooperating agencies at the local and provincial levels. (FG)

ED 211 506 SP 019 343

Thorlacius, Jon

Changes in Supervisory Behavior Resulting from Training in Clinical Supervision.

Lethbridge Univ. (Alberta).

Pub Date-Apr 80

Note-58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavior Change, *Cooperating Teachers, Higher Education, Interpersonal Relationship, Preservice Teacher Education, *Student Teacher Relationship, *Student Teachers, *Supervisory Methods, *Supervisory Training, Teacher Behavior, Teacher Workshops

Identifiers-*Clinical Supervision

This study examined changes in behavior as a result of intensive workshop activity that trained supervisors to apply clinical supervision skills in their supervision of student teachers. Workshops in clinical supervision attempt to foster a freeing,'' less direct'' approach in supervisory behavior by establishing a collegial rather than hierarchical atmosphere during conferences. In this study, the supervisors were classroom teachers working with student teachers from a local university. Conferences between the supervising teachers and the student teachers were videotaped, and the behaviors of both participants were coded according to categories identified by the Supervisor-Teacher Analogous Categories Systems (STACS): (1) behaves in a supportive manner; (2) accepts or uses the other's ideas; (3) solicits information; (4) solicits opinion or suggestion; (5) provides solicited information; (6) provides solicited opinion or suggestion; (7) provides unsolicited information; (8) provides unsolicited opinion or suggestion; (9) behaves in a nonsupportive manner; (10) is silent or confused. Comparisons of supervisory behaviors before and after the workshop indicated that highly significant changes occurred in a majority of the categories. Changes were in the direction predicted by the use of the clinical supervision model, in that supportive behavior increased in both supervisors and student teachers. (Author/FG)

ED 211 507 SP 019 344

Self-Help and Health. Report on a WHO Consultation (Copenhagen, Denmark, December 3-6, 1980).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Report No.-ICP-HED-014
Pub Date-81
Note-22p.
Available from-World Health Organization, Scherfigsvej 8, DK-2100 Copenhagen, Denmark.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Consumer Education, Developed Nations, Foreign Countries, *Global Approach, *Health Education, Health Programs, *Hygiene, Individual Needs, International Educational Exchange, *Long Range Planning, *Regional Planning, *Self Help Programs

A conference sponsored by the World Health Organization (WHO) Regional Office for Europe addressed the provision of self-care health education in Europe. The 15 participants came from a variety of nations and backgrounds. Their roles ranged from WHO officials to community organizers, health practitioners, and health educators. The WHO Regional Office staff provided introductory statements on the proposed WHO program for promoting self care skills in Europe. Discussions followed on: (1) an international perspective on self-help and mutual aid; (2) consumer-centered health care; (3) the Giugliano action research project; (4) the role of health education in facilitating self help; (5) a general practitioner's view of education for self care; (6) self-help in the USSR; (7) the Feminist Women's Health Center in West Berlin; (8) research on the role of the family in self care for chronic illness; and (9) the key role of personal and local self help in a new development path. The feasibility of establishing a European clearinghouse on self help and self care was explored. The group came to several conclusions about the role of the WHO Regional Office in promoting self care in Europe. A list of the participants is appended. (FG)

ED 211 508 SP 019 345

Foch, Craig B.

A Cost Analysis Plan for the National Preventive Dentistry Demonstration Program.

Rand Corp., Santa Monica, Calif.
Spons Agency-Robert Wood Johnson Foundation, New Brunswick, N.J.
Report No.-Rand-N-1670-RWJ
Pub Date-Jun 81
Grant-RWJ-4769
Note-70p.
Available from-Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($5.00).
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cost Effectiveness, *Cost Estimates, *Demonstration Programs, *Dentistry, Expenditure Per Student, Medical Services, *Preventive Medicine, *Program Costs, Program Effectiveness, Resource Allocation

The National Preventive Dentistry Demonstration Project (NPDDP) delivers school-based preventive dental care to approximately 14,000 children in ten United States cities. The program, begun in 1976, is to be conducted over a six and one-half year period. The costing definitions and allocation rules to be used in the project are the principal subjects of this document. Information is presented on costs of labor, capital, materials, and overhead, donations of goods and services, participation rates, and phase one procedures. Plans are outlined for phases two and three of the NPDDP and include consideration of causes of cost variation at different sites, and planning for future operation of the program. Appended are tables providing information on sites, regimens, staffs, procedures, and forms. Also appended are costing definitions and allocation rules. (JD)

ED 211 509 SP 019 352

Brady-Ciampa, Bartholomew

The Authoritarian-Aggression Personality Dimension of Graduate Students in Education.

Pub Date- 81

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aggression, *Authoritarianism, Behavior Patterns, *Conformity, *Graduate Students, Higher Education, *Mental Rigidity, *Personality Traits, Social Behavior, *Student Attitudes, Student Characteristics

The authoritarian-aggression attitudes of graduate education students were studied. Authoritarian-aggression is defined as the tendency to look for, condemn, reject, and punish people who violate conventional behavior. It was hypothesized that no significant differences in authoritarian-aggression attitudes exist between graduate students who received all of their higher education from the same institution and those students who received their undergraduate and graduate training from different institutions. It was also hypothesized that no significant differences exist when scores of graduate students, categorized by type of institution attended and academic majors are compared to one another, to the general population, and to the hypothetical neutral'' score resulting from neutral responses to each item on the Authoritarian-Aggression subscale of the California F Scale test. In this report of a three-year research study of these hypotheses, a description is provided of the California F Scale test which measures general tendencies that lead to the formation of enduring psychological dispositions. Graduate students from five different types of colleges were the subjects of the investigation, and their majors represented eight different academic disciplines. Findings indicated that the first hypothesis can be accepted. Significant differences occurred in scores of graduate students categorized by academic disciplines. All mean scores of students from the various institutional types were

significantly below the hypothetical neutral'' score on the Authoritarian-Aggression subscale of the test. Results of the study are presented in tabular form. (JD)

ED 211 510 SP 019 353

Henry, Marvin A. Beasley, W. Wayne

Supervising Student Teachers the Professional Way. A Guide for Cooperating Teachers. 3rd Edition.

Report No.-ISBN-0-916768-05-8
Pub Date-82
Note-244p.
Available from-Sycamore Press, P. O. Box 552, Terre Haute, IN 47808 ($9.95).
Pub Type- Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-*Cooperating Teachers, Field Experience Programs, Helping Relationship, Higher Education, Interpersonal Relationship, Preservice Teacher Education, Student Teacher Relationship, *Student Teachers, *Student Teaching, *Supervisory Methods, Teacher Behavior, Teacher Evaluation, *Teacher Role, *Teacher Supervision

This book is designed to provide an updated and practical reference for classroom supervisors of student teachers. The emphasis is on the interpersonal, cognitive, and instructional process involved in the student teaching experience. In each chapter, options, techniques, and principles are suggested and are often illustrated with case studies. The chapters cover: (1) supervisors' preparations for the student teaching experience; (2) supervisors' behavior during the first few days of student teaching; (3) establishment of effective interpersonal relationships; (4) working with the college supervisor; (5) supervising student teacher classroom observations; (6) helping the student teacher to plan classes; (7) providing instructional supervision; (8) the supervisory conference; (9) student teacher participation in the total school program; (10) legal aspects of supervising student teachers (selection, compensation, responsibilities, tort liability, and substituting); (11) adjustment and personal problems of student teachers; and (12) evaluation of the student teacher. Each chapter is followed by a list of references. The appendix contains worksheets to be used by the supervising teacher as guidelines, and checklists for planning, evaluating, and goal-setting. Also included is a list of 50 suggested activities for student teachers. (FG)

ED 211 511 SP 019 381

Shank, Kathlene S.

Training Pre-Service Elementary Teachers in Use of a Standardized Language Arts Achievement Test.

Pub Date- 76

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Development, Higher Education, *Language Arts, *Language Tests, *Preservice Teacher Education, *Standardized Tests, Student Teachers, Teaching Methods, Teaching Skills, *Test Interpretation, *Test Use

A standardized language arts achievement test can be used by language arts teachers as they plan the language arts curriculum, group pupils, individualize instruction, and identify pupils needing special help. Two interventions, training and process consultation, were used to identify the most effective method of training preservice elementary language arts teachers in the use of standardized tests. As a pretest, the student teachers were required to administer to their class a standardized language arts achievement test and to use the results in classroom planning in the nine weeks of their field experience. The student teachers were divided into three groups: Group I was the control group; the members in Group II were trained for three days in the use of standardized tests; and Group III received the three days of training as well as process consultation, which provided intraclassroom guidance and supervision to individual teachers. Process consultation, combined with training in the use of standardized tests, was the most effective training situation, since nine of the twelve teachers in Group III showed increased knowledge of the uses of standardized tests and their results. In comparison, six of the twelve teachers in Group I demonstrated increased knowledge, and eight of the twelve teachers in Group II increased their knowledge scores. Group III teachers also showed greater changes in attitudes and used a greater variety of materials and approaches. (FG)

ED 211 512 SP 019 382

Dahlberg, E. John, Jr., Ed. And Others

Proceedings of a Symposium. Education and Contemporary America. (2nd, Boise, Idaho, October 8-10, 1981).

Boise State Univ., Idaho. School of Education.

Pub Date-Oct 81

Note-224p.; For related documents, see SP 019 383-394.

Available from-E. John Dahlberg, Jr., School of Education, Boise State University, 1910 University Drive, Boise, ID 83725.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Cerebral Dominance, *Citizenship Education, Civil Rights, *Cognitive Processes, Cultural Awareness, *Curriculum Development, Economic Factors, Educational Quality, *Educational Trends, *Futures (of Society), Global Approach, Literacy, Political Issues, Teacher Education, Tenure

The manuscripts in this publication present a variety of insights into the function of education in contemporary America, the responsibilities of educators, and the future of educational institutions as they adapt to changing social conditions. Viewpoints are expressed on the following subjects: (1) the role of education in clarifying the relationship of the individual to the basic meaning of citizenship; (2) multicultural education, global awareness, peace studies, and human survival; (3) literacy and freedom in a democratic society; (4) a developmental curriculum model for citizenship education; (5) the educational implications of recent research on the human brain; (6) the cognitive models of the left and right hemispheres of the brain and achieving a balance between their functions; (7) implications of right brain research on curriculum development; (8) the purpose and value of the concepts of right- and left-brain learning; (9) political, organizational, social, economic, and curriculum issues affecting education in the 1980s; (10) the responsibilities of schools of education for improving the quality of teaching and the attitudes of teachers; (11) coping with resource reductions and accountability increases in higher education institutions; and (12) the effects of teacher tenure on the education profession. (JD)

ED 211 513 SP 019 383

Starr, Isidore

The Law Studies Movement and the Bicentennials of 1987 and 1991.

Pub Date-Oct 81

Note-15p.; Paper presented at the Annual Symposium Education and Contemporary America'' of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).

Available from-Not available separately; see SP 019 382.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS

Descriptors-Behavior Patterns, *Citizenship Education, *Civil Rights, *Compliance (Legal), *Constitutional Law, *Democratic Values, Due Process, Elementary Secondary Education, Privacy, Role Models, Self Actualization, Social Values

Identifiers-United States

Law has been neglected as an area of inquiry in citizenship education. Fundamental to citizenship education is the teaching of the Constitution of the United States and the Bill of Rights in elementary and secondary schools. The bicentennials of these documents will be celebrated within the next decade. Law-related inquiry could enrich the contemporary meaning of citizenship education through examinations of the intersecting worlds of private affairs, practical affairs, and public

affairs. To understand the dimensions of the right to privacy, its nature, and its history and contemporary importance, citizenship curriculum for the schools and community should be based on the study of the Constitution and the Bill of Rights. In the world of practical affairs, the citizen should be educated in the legal dimensions that affect the life of the individual in the forms of rules and regulations, ordinances and statutes, contracts, and civil rights. Individuals must be informed and sensitized to their rights and responsbilities under the law. In the third area of citizenship education, public affairs, life as a United States citizen should be dealt with. Within this area, a basic understanding of liberty, justice, equality, property, and power is fundamental for the citizen in comprehending and being active in the world of public and political affairs. (JC)

ED 211 514 SP 019 384

Heywood, Stanley J.

Civitas Mundi, or Noah Webster Revisited.

Pub Date-Sep 81

Note-21p.; Paper presented at the Annual Symposium Education and Contemporary America'' of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).

Available from-Not available separately; see SP 019 382.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Citizenship Education, Civil Liberties, *Cultural Awareness, *Cultural Pluralism, *Global Approach, Higher Education, Information Dissemination, *International Education, Multicultural Education, *Peace, *Teacher Education, War, World Problems

Identifiers-*University for Peace (Costa Rica)

National Council for Accreditation of Teacher Education (NCATE) standards mandate that prospective teachers experience the awareness of other cultures within society on local, national and international levels. The NCATE standard implies that the same kinds of cultural sensitivities needed within the borders of this country are needed equally outside. The University for Peace will be based in Costa Rica and will be a component of the United Nations University in Tokyo. The function and scope of the university should: (1) provide educational training services to a variety of clients, from top government leaders to young people in tertiary education; (2) be non-ideological; (3) have an outreach program that encourages other colleges and universities, as well as various associations, throughout the world to develop programs for peace; and (4) consider as essential the International Peace Data and Information Centre. Its main tasks would be to identify, collect, summarize, analyze, synthesize, evaluate, conserve, promote, and disseminate data and information related to peace. Trends indicate that college students and American citizens in general are not aware of or involved with global issues that will affect their future as well as the future of all world citizens. Schools must prepare all people, especially Americans, who have the capacity to cause change, to break down cultural barriers within and among countries. (JD)

ED 211 515 SP 019 385

Hartoonian, H. Michael

The Courage to be Literate and Free.

Pub Date-Oct 81

Note-12p.; Paper presented at the Annual Symposium "Education and Contemporary America" of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).

Available from-Not available separately; see SP 019 382.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Citizenship Education, *Citizenship Responsibility, Cultural Background, *Democratic Values, *Intellectual Development, Literacy, *Moral Values, Political Attitudes, *Public Education, Relevance (Education), Social Values, Teacher Responsibility

The first purpose of public education in the United States is to keep the republic going, to improve its institutions, and to help individuals increase their capacity to be better. Limited government is only possible when literate citizens understand the concepts of rule of law, voluntary compliance, individual standards of craftsmanship, and integrity. Every student has the responsibility to learn how to read and write; listen and speak; compute and argue; to know history, science, and art; to think and reason; and to act responsibly within social, political, and economic institutions. Individuals have the responsibility to continually improve themselves and to understand moral behavior and motivation. This is basic to democratic citizenship, and it is the duty of the public schools to develop enlightened citizens. The individual must seek understanding of the relatedness of time, of place, and of people, and of the relatedness of cultural heritages. This search for adulthood, community, and meaning must ultimately foster the understanding that a democracy needs to continually renew itself. (JD)

ED 211 516 SP 019 385

McPhie, Walter E.
A Developmental Curriculum Model for Citizenship Education.
Pub Date-Oct 81
Note-34p.; Paper presented at the Annual Symposium "Education and Contemporary America" of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).
Available from-Not available separately; see SP 019 382.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Behavior Patterns, Citizen Participation, *Citizenship Education, Citizenship Responsibility, Curriculum Design, *Democratic Values, *Developmental Programs, Developmental Stages, Elementary Secondary Education, Interdisciplinary Approach, Moral Values, *Social Attitudes, Social Values

A curriculum model is presented for the development of competent citizens. The foundation of the model is not courses or disciplines but, rather, the characteristics of good citizens. These characteristics are identified in terms of understandings, attitudes, skills, and behaviors that are desirable in citizens if they are to promote unity, liberty, justice, and the general welfare and tranquility of their society, and if they are to be prepared to defend it. A demonstration is offered of how these characteristics might be selected and of how they may be divided into teaching objectives that will develop and strengthen these characteristics in students. A demonstration is given of how information derived from four developmental theories might be used to sequence the objectives in instruction. While it is assumed that traditional teaching methods would be used, emphasis should be placed on activities which involve students in practicing democratic skills and behaviors. Some recommendations are made for evaluative procedures which would be appropriate for this model. It is pointed out that the model is not of a course or unit of study but that the objectives fall naturally into existing courses in the curriculum. (JN)

Hill, Kenneth L.
Brain Research and Education: An Overview.
Pub Date-Oct 81
Note-14p.; Paper presented at the Annual Symposium "Education and Contemporary America" of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).
Available from-Not available separately; see SP 019 382.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Cerebral Dominance, Cognitive Ability, Cognitive Development, *Cognitive Style, *Developmental Stages, Elementary Secondary Education, *Epistemology, Individual Development, *Learning Plateaus, *Learning Processes, Sex Differences, Social Behavior

An overview of some educational implications of brain related research indicates that new insights can be gained from brain research. Four areas of study appear to be promising. First, the study of the evolution of the brain involves theories derived mostly from sociobiology, which is the study of the social behavior of animals, including humans in the context of evolutionary biology. Concepts about basic human needs and instincts may be derived from sociobiology. The second area of study, brain growth in children, has implications for educators. The periods of brain growth spurts, followed by learning plateaus, should be considered when choosing times for exposing children to new learning experiences. A third area of research is that which identifies innate differences between male and female brains. The fourth area is that of left/right brain hemisphere differences. In addition to these areas of study, other topics relating to brain growth include: (1) the study of learning as it physically changes the brain; (2) teaching people to learn and/or think; (3) physical aids to the brain such as certain drugs; (4) altered states of consciousness; and (5) research into optimum learning times. Certain skills, values, and thinking levels can be taught effectively only at certain times during an individual's developmental stages. (JD)

ED 211 518 SP 019 388

Beals, Mark G.
The Right Brain: An Emerging Frontier in Education.
Pub Date-Oct 81
Note-13p.; Paper presented at the Annual Symposium Education and Contemporary America'' of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).
Available from-Not available separately; see SP 019 382.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Cerebral Dominance, *Cognitive Processes, *Cognitive Style, *Convergent Thinking, Creative Thinking, *Divergent Thinking, Elementary Education, Learning Processes, *Perceptual Development, Spatial Ability

The main thrust of American education has been cognitively oriented. Recent research on the human brain suggests that such orientation is a general function of only one hemisphere of the brain, the left. Because of the close relationships among speech, language, thinking, reasoning, and the higher mental functions, the left brain hemisphere traditionally has been viewed as dominant. However, both the left and the right hemispheres of the brain are involved in higher cognitive functions and operate in a complimentary fashion. The cognitive style of the right hemisphere is nonverbal, rapid, global, spatial, and perceptual. While each hemisphere may take in the same information, that information is processed in differing ways. The potential of the right hemisphere in visualizing, imagining, perceiving, creating, inventing, intuiting, and organizing spatially is not realized in the classroom where the organizational, reasoning, and verbal skills of the left hemisphere are emphasized. A study is proposed to examine the possibility of achieving a balance between the two brain hemispheres. Children six years of age will be involved in activities specifically designed to use right brain hemisphere processing skills. Five major topical areas will be sequentially presented: visualization, concentration, memory, creativity, and development of personal well-being. Evaluation of post-tests will be analyzed and profiles will be developed reflecting each subject's progress. (JD)

ED 211 519 SP 019 389

MacKinnon, Colin

Implications of Right Brain Research on Curriculum Development.

Pub Date-Oct 81
Note-27p.; Paper presented at the Annual Symposium   Education and Contemporary America'' of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).
Available from-Not available separately; see SP 019 382.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Abstract Reasoning, *Cerebral Dominance, *Cognitive Style, *Curriculum Development, Divergent Thinking, Elementary Education, *Experiential Learning, *Learning Processes, Literacy, Perceptual Motor Learning, Sensitivity Training, *Spatial Ability, Television Viewing

The idea that the brain may be more complex and varied in the ways that it responds to and interprets information than is generally recognized suggests that both the left and right hemispheres are in need of total development. In discussing the development of curriculum that will bring into harmony the functions of both brain hemispheres, it is pointed out that young children, in watching television or playing electronic games, are developing the spatial and holistic potentials of their brains. An example is given of the thematic basis in the movie Star Wars'' to illustrate the potential of developing the right brain hemisphere. The Force'' is an intuitive skill that actually can be studied and mastered by children and adults. The works of anthropologists exploring eastern meditation and altered states of reality are also cited as examples of using and developing the right brain hemisphere. Recommendations are made for developing a curriculum that uses equally both sides of the brain. These include: (1) activities for the whole brain; (2) fragmentation of curriculum so that its parts may be seen as amounting to a whole that is greater than any single subject; (3) an increase in the amount of visual information in instruction; (4) provision of opportunities for experiential learning; (5) activities involving fantasy, meditation, and consciousness raising; (6) more opportunities for expression in art and music; and (7) courses whose outcomes are undefined and from which a variety of skills may emerge which seem to have no logical or necessary application. Bibliographies on brain research, the cerebral hemispheres, and implications for education are included. (JD)

ED 211 520 SP 019 390

Guckes, Lucille Elkins, Robert

Implications of Brain Research for Educational Practices.

Pub Date-Oct 81

Note-10p.; Paper presented at the Annual Symposium Education and Contemporary America'' of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).

Available from-Not available separately; see SP 019 382.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Cerebral Dominance, *Cognitive Processes, Cognitive Style, Creative Thinking, Elementary Education, Group Dynamics, Humanistic Education, *Language Arts, Learning Processes, *Reading Comprehension, Reading Instruction, *Teaching Methods, *Writing Processes

Recent brain research demonstrates that the left hemisphere of the brain processes information in a linear, organized way. The right hemisphere processes the same information as a whole, with a focus on nonverbal, spatial components. Current educational practice is inordinately skewed to develop only the left hemisphere of the brain. Data from numerous studies of students' composition skills reveal a steady decline in students' ability to comprehend and to apply their learning. A strategy for improving childrens' ability to read critically and creatively uses prior experiences to build attention and to foster comprehension. The child, using clues available from a story title and an introductory illustration or paragraph, is asked to predict the outcome of the story. As the child compares the details from the story with his prediction, he is using the holistic, synthetic processes of the right hemisphere of the brain. A suggestion for increasing children's writing abilities calls for allowing them to use stream of consciousness thinking and inductive processes to identify idea patterns and to synthesize concepts and generalizations before beginning to write. Although reading and writing activities focus to a large extent on a linear analysis performed by the left hemisphere of the brain, these techniques also call upon the right hemisphere to contribute equally. (JD)

ED 211 521 SP 019 391

Sagness, Richard L.

A Peek Into the 80's.

Pub Date-Oct 81

Note-7p.; Paper presented at the Annual Symposium Education and Contemporary America" of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).

Available from-Not available separately; see SP 019 382.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Curriculum Development, Economic Climate, Educational Technology, *Educational Trends, *Federal State Relationship, *Futures (of Society), *Government Role, Mainstreaming, Multicultural Education, *Social Problems, State Government, Teacher Welfare, *Trend Analysis

An overview of issues that will have an impact on educational practice in the 1980s is presented. Issues in the following areas are outlined: (1) control of education by states rather than by the federal government; (2) educational issues that should be the concern of the federal government; (3) education for the handicapped; (4) the future role of the federal Department of Education; (5) teacher unions; (6) state control of education vs local control; (7) social issues such as multicultural education and cultural pluralism; (8) the impact of computers, video laser discs and related technology on educational practice; (9) the impact of the national economy on education; and (10) pressures for curriculum change in the 1980s. (JD)

ED 211 522 SP 019 392

Bieter, Patrick

Educational Organization: Some Suggestions for the 1980's.

Pub Date-Oct 81
Note-13p.; Paper presented at the Annual Symposium Education and Contemporary America'' of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).
Available from-Not available separately; see SP 019 382.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Career Ladders, Educational Quality, Educational Trends, Faculty Mobility, *Master Teachers, Program Effectiveness, *School Administration, Status Need, Teacher Alienation, Teacher Education, *Teacher Effectiveness, Teacher Employment, *Teacher Promotion, Teacher Salaries

The current state of education suggests that the present salary schedules and school organization models work against effective education. In addition, theoretically effective educational programs are not successful without effective personnel. Trends also show forces that are at work to lower the quality of teachers' work in the next decade. The career ladders of teachers show that, by the time a teacher has reached the highest salary level and is at the peak of professional competence, there is no further possibility of salary advancement unless the teacher goes into administration or leaves teaching. The organizational model for public schools is based upon industry and, in effect, makes higher-salaried administrators managers and teachers laborers. School administration also tends to produce and promote new programs and innovations without the interest or consent of teachers. The proposition that there will be less effective teachers in the future is based on the observation that schools of education do not recruit the finest students and do not demand high quality work. School staff should be organized in a way similar to college faculty, with senior teachers'' similar to full professors with the same salary and status. Criteria for hiring and advancement could then be developed collegially by the senior staff which would operate as an academic cabinet for the school administration. In this model for school organization, senior teachers would have a twelve month contract and spend the summers in curriculum development, academic research, or other pursuits that would develop their professional competence. (JD)

ED 211 523 SP 019 393

Heger, Herbert K.

Reorganizing Instructional Delivery to Survive the Eighties: Coping with Resource Reductions and Accountability Increases.

Pub Date-Oct 81
Note-9p.; Paper presented at the Annual Symposium "Education and Contemporary America" of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).
Available from-Not available separately; see SP 019 382.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Change Strategies, College Administration, College Role, Cost Effectiveness, *Delivery Systems, Educational Trends, Higher Education, *Intercollegiate Cooperation, *Organizational Change, Resource Allocation, *Retrenchment, *Small Colleges, Social Change

Education is in a period of increasing obligation to produce in a period of decreasing resources. Colleges, gradually adjusting to this situation, are undergoing changes in both staffing and administration. Three categories of change in small and medium-sized higher education institutions that are likely to occur in the next few years are: (1) contracting for noneducational services; (2) academic cooperation by franchise; and (3) the decline of teaching duties. More support services are being subcontracted by small colleges and universities. There is a trend toward divesting to an outside supplier any function which is not educational. A pattern of multi-institutional cooperation is emerging, where colleges with strong programs franchise degrees in those programs to other institutions that need them. The use of adjunct professors who are appointed for specific purposes and who are restricted by length of appointment and type of duties is increasing. In the face of these changes, three value positions will make it possible for small colleges to survive with academic honor. The first value is a recognition that the purpose of the school is to enable people to learn, and whatever the delivery system used, the learning of the students is the first priority. Second, the function of granting credits and degrees that indicate learning success is paramount, and involves the faculty in the decision-making and evaluating process. Finally, delivery of educational services must at all times be cost effective. (JD)

Butterfield, Dennie

The Effects of Teacher Tenure on the Education Profession: A Societal and Professional Concern of the Eighties.

Pub Date-Oct 81
Note-37p.; Paper presented at the Annual Symposium Education and Contemporary America'' of the Boise State University School of Education (2nd, Boise, ID, October 8-10, 1981).
Available from-Not available separately; see SP 019 382.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Administrator Attitudes, *Boards of Education, Elementary School Teachers, Professional Recognition, School Policy, Secondary School Teachers, *Teacher Attitudes, Teacher Dismissal, *Teacher Effectiveness, Teacher Employment, Teacher Evaluation, Teacher Morale, *Tenure

Concerns continue to be expressed as to how effective tenure has been in influencing the overall continued effectiveness of teachers who receive this permanent status. Teacher tenure is considered essential for protection of the teacher from capricious and arbitrary dismissal. However, there is concern about the lack of incentive to improve professionally after receiving tenure, the failure of teacher organizations to effectively police their members, and the difficulty of removing an incompetent teacher. A survey was conducted by questionnaire and interview among teachers, school board members, and administrators from 20 school districts to determine their attitudes on the effects of teacher tenure on: (1) the teaching profession; (2) the individual teacher; (3) the student; (4) the dismissal of incompetent teachers; and (5) personnel administration. It is concluded that there exists a serious lack of communication, understanding, and agreement among board members, teachers, and administrators on the effects and benefits of tenure on the education profession. Recommendations are made for improving understanding and cooperation between these groups. (JD)

ED 211 525 SP 019 406

Howell, Laurie

Management Analysis Paper on the Curriculum Development Centre, Canberra, Australia.

Curriculum Development Centre, Canberra (Australia).
Pub Date-Feb 81
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Agents, *Curriculum Development, *Curriculum Study Centers, Elementary Secondary Education, Federal State Relationship, Foreign Countries, Government Role, National Programs, Networks, *Research Utilization
Identifiers-*Curriculum Development Centre (Australia)

Australia's Curriculum Development Centre (CDC) functions within the Federal Ministry of Education to undertake and support curriculum research and development tasks and to develop and disseminate teaching and learning materials. This is accomplished through consultation and cooperation with education authorities at all levels throughout the country. Recently the federal govenment's role in education has expanded and has enabled the CDC to exert more influence. However, it has also created federal-state tensions which hinder CDC's cooperative relations with state agencies. The CDC has supported a broad range of curriculum development by directing its resources to major issues, such as core curriculum and national projects to enhance science, mathematics, languages, the arts, and social education. Through close contacts with education officials, CDC maintains an informal as well as formal network system. It has been found that the dissemination of ideas and products has been most effective at a personal level with those who actually implement curricular change. (FG)

ED 211 526 SP 019 410

Regulations Governing The Certification Of Educational Personnel. State of Vermont. Including Revisions, July 1979.

Vermont State Dept. of Education, Montpelier.
Pub Date-Jul 79
Note-117p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Secondary Education, Multicultural Education, *Paraprofessional School Personnel, Program Validation, *School Personnel, *State Standards, Substitute Teachers, Supervisor Qualifications, *Teacher Certification, *Teacher Education, Teacher Retirement, Teaching (Occupation)
Identifiers-*Vermont

The revised (1979) regulations governing the certification of educational personnel in the state of Vermont are presented. Part I contains general information on statutory changes, April 1, 1971; transition from 1965 to 1979 regulations; and how to apply for a certificate. Included also is information on program approval for teacher education and certification, national teacher examinations, multiple certification, teachers' retirement system, and the local evaluation agency. In Part II, regulations governing professional certification and renewal are presented. Part III covers the topic of certification by reciprocity. Conditions for certification through approval of local programs are covered in Part IV. Part V summarizes general regulations covering adjustment of requirements, certification review board and appeals committee, certification review, suspension and revocation, former teachers returning to work, certification of paraprofessionals, and certification of superintending personnel. Part VI covers the official guidelines and required competencies for adequate preparation of elementary and secondary teachers. (JD)

Wicks, Robert S.

Morality and the Schools.

Council for Basic Education, Washington, D.C.
Report No.-CBE-OP-32
Pub Date-81
Note-30p.
Available from-Council for Basic Education, 725 15th Street, N.W., Washington, DC 20005 ($2.00).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship Education, Codes of Ethics, Developmental Stages, Drug Abuse, *Ethical Instruction, *Moral Development, Moral Values, *Parent Responsibility, Peer Influence, School Community Relationship, *School Role, *Social Values, Student Attitudes, Student Behavior, *Teacher Responsibility, Violence

Moral contradictions and cross-purposes in society make formal moral training in the schools difficult. A discussion is presented of the pressure on the schools to provide values education at a time when society itself is unclear about values. The examples provided by parents, television, and other influences in the lives of young people are frequently contrary to the high standards society appears to hold in esteem. The school carries a large responsibility for instilling ethical values in students since they spend a great deal of time in school and in association with peers and teachers. Examples are given of ways teachers can focus on ethical and moral questions and dilemmas as they teach mathematics, science, English, history, social studies, and the arts. In a discussion of teacher and community responsibility for ethical guidance of the young, vignettes are presented on ways in which drug problems, hostility and violence, and student alienation have been handled in three different schools and communities. (JD)

ED 211 528 SP 019 412

Stone, Christopher I.

Leaving Education: The Agony and the Ecstasy of Changing Careers.

Pub Date-Oct 81
Note-32p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 16-18, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Change, *Career Exploration, Declining Enrollment, Employment Qualifications, *Labor Market, Life Style, Personality Traits, Self Concept, Self Evaluation (Individuals), Teacher Burnout, *Teaching (Occupation), *Vocational Aptitude

A description is given of a workshop format that is being successfully used to motivate and guide teachers who are changing careers. Reasons cited for teachers leaving the profession include a heavily supplied market with reduced demand, economic stagnation and noncompetitive salaries, and job burnout. The workshop is designed to promote the ability of teachers to recapture a sense of control over their work destiny. The program consists generally of four components: self-awareness and understanding, awareness of the world of work, consultation with successful career changers, and follow up with peer support. The self-awareness component begins with an exercise in which participants are asked to list twenty things they really like to do. Analysis of individual lists helps in determining how enjoyable activities may be relevant to different career options. Following this, participants measure career opportunities through an interest inventory. This identifies their personality types (realistic, enterprising, social, artistic, conventional, investigative, social) and matches them with types of jobs. In integrating personal and career potential, the Wisconsin Center Information System is used. This computerized career information system contains information about occupational opportunities. The third workshop session offers consultation with successful career changers and provides information, motivation and possible role models. The final session provides group support for the participants and raises morale and optimism. (JD)

ED 211 529 SP 019 413

Amodeo, Lu[illegible] B. And Others

Rx for Inservice Success: Cooperative Efforts Between University and Teacher Center.

Pub Date-Nov 81

Note-19p.; Paper presented at the National Conference of the National Council of States on Inservice Education (New Orleans, LA, November 14-18, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, *Cooperative Planning, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Program Development, *Teacher Centers

Identifiers-*Las Cruces Teacher Center NM, *New Mexico State University

A description is given of the cooperation between the Las Cruces Teacher Center (New Mexico) and New Mexico State University. The university's college of teacher education and the teacher center are now working together to meet the needs of preservice and inservice teachers. The university has interacted with the teacher center at various preservice and inservice levels. These have included: (1) graduate courses; (2) recertification courses; (3) individual faculty presentations; and (4) center director interaction with preservice undergraduate students from the university. The director of the center has attempted to reach as many undergraduate students as possible. Frequent presentations are made by the teacher center for undergraduates in early childhood classes, elementary and secondary student teaching, and all four levels of the university's cooperative education program. An exchange program with British teacher centers has also been initiated with participation by both teacher center and university faculty. Joint planning efforts are made between the university and the teacher center, and the center director feels free to request and to suggest potential courses or offerings. University faculty are interested in teaching at the center and frequently request to do so. (JD)

ED 211 530 SP 019 421

Smith, Sandra L. Rubinstein, Nancy L.

Selecting Audio-Visual Materials for the Classroom: A Management Guide for a Self-Instructional Module. Individualizing Staff Development.

California Community Coll. Fund for Instructional Improvement.

Pub Date-81

Note-31p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Audiovisual Aids, *Audiovisual Instruction, Cognitive Style, *Curriculum Development, Independent Study, Inservice Teacher Education, Learning Modules, *Media Selection, *Teaching Methods

The materials provided in this packet are to be used to help the instructor see the need for using audiovisual materials in instructional processes. The instructor will also be able to incorporate selected materials into lesson plans and will be aware of advantages and disadvantages of using various audiovisual materials. Included in this management guide to a self-instructional module are: (1) list of objectives; (2) list of materials required to complete the unit; (3) sequence of activities; (4) a paper on matching student cognitive style to instructional strategy; (5) a list of characteristics and advantages of various audiovisual materials; (6) instructions on incorporating audiovisual materials into a lesson plan; (7) review questions; (8) form for evaluating the usefulness of various audiovisual materials; (9) bibliography of additional materials; and (10) evaluation sheet for assessing the effectiveness of the module. (CJ)

ED 211 531 SP 019 422

Smith, Sandra L. Harris, Lou Ann

Developing and Presenting Effective Lectures: A Management Guide for a Self-Instructional Module. Individualizing Staff Development.

California Community Coll. Fund for Instructional Improvement.

Pub Date-81

Note-12p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, *Educational Strategies, Independent Study, Inservice Teacher Education, Learning Modules, *Lecture Method, *Teaching Methods, Teaching Styles

The materials provided in this management guide to a self-instructional module are to enable the instructor to select, organize, and present the content of a course while making the best use of available resources and presentation methods. This guide lists the module's objectives and the materials needed to complete the unit. The sequence of activities for the module is described. Additional audiovisual materials, guides, and other materials are listed. A form for evaluating the module is included. (CJ)

ED 211 532 SP 019 423

Harris, Lou Ann Smith, Sandra L.

Understanding Student Motivation: A Management Guide for a Self-Instructional Module. Individualizing Staff Development.

California Community Coll. Fund for Instructional Improvement.
Pub Date-81
Note-14p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Strategies, Independent Study, Inservice Teacher Education, Learning Modules, *Student Interests, *Student Motivation, *Student Teacher Relationship, *Teaching Methods

The materials provided in this management guide for a self-instructional module are to help the instructor discover ways to motivate students. Listed are: (1) objectives of the module; (2) materials required to complete the unit; (3) sequence of activities; and (4) additional materials on student motivation. Also included are two question sheets on student motivation and a form for evaluating the module. (CJ)

ED 211 533 SP 019 426

Hoferek, M. J. And Others

Bem Sex-Role Inventory and Jackson's Personality Rating Factors Scores on Students in Tennis and Fencing Classes.

Pub Date- 78

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny, College Students, Higher Education, *Personality Traits, Physical Education, Rating Scales, Self Concept, *Self Esteem, *Sex Role, *Sex Stereotypes, *Student Attitudes

As the traditional bipolar sex-role stereotypes are being reconsidered, psychometric instruments are being developed to assess the alternative sex-role models and to allow the new concepts to be operationalized. Androgyny is an increasingly accepted framework that departs from the traditional bipolar sex-role model. This study was conducted to: (1) cross-validate the Bem Sex-Role Inventory (BSRI) and the Jackson Personality Rating Form's Masculinity and Femininity Scales; (2) relate the androgyny concept to physical education; and (3) examine the self-esteem of active, female students. Seventy-eight students who were voluntarily enrolled in physical education courses at a large university filled out two instruments, the BSRI and the PRF. Based on the results, it was concluded that the BSRI seems to be a valid instrument for general physical education students. The distribution of individuals by sex-role self-definition categories did not depart from the norms. Student self-esteem scores were at least as high as the norms and appear to be linked with masculine characteristics. (Authors/JD)

ED 211 534 SP 019 427

Hutslar, Sally

Is the Expectancy Phenomenon Operating in My Gym?

Pub Date- 77

Note-10p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement, Classroom Environment, Elementary Secondary Education, *Expectation, Feedback, Negative Attitudes, *Performance, Physical Education, *Self Evaluation (Individuals), *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior

Identifiers—*Pygmalion Effect

A brief explanation of the factors associated with the "pygmalion effect" is presented and focuses on how teacher expectations of high or low student performance in a physical education class may influence the student's actual achievement. A model identifying four areas of teacher student interaction that differ with regard to high and low expectancy students is given. The first area is input, the amount and difficulty of new material presented to students. Students labeled as slow have been found to receive fewer opportunities to learn new material. The second is climate, the tone of the interaction process between teacher and student. Teachers appear to create a warmer atmosphere for brighter students. Feedback, the third area, is the teacher's use of praise and criticism after academic exchange. Teachers tend to praise high expectancy students more frequently. The fourth area is output, the length of time the teacher is willing to spend seeking a successful conclusion and the frequency with which the student is engaged in academic behavior. Using this model, a list of questions is presented that can serve as an indicator of teacher actions in relation to teacher expectations. This list can serve as a general guide for a teacher in evaluating interaction patterns with high and low ability students. A technique for teacher self-evaluation using classroom observations and a behavior checklist is outlined. (JD)

ED 211 535 SP 019 423

Peseau, Bruce A.

Third Annual Academic Production and Funding Study of Teacher Education Programs in Senior State Universities and Land-Grant Colleges. 1979-1980.

Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges.

Pub Date-Nov 81
Note-114p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Deans, Class Size, Degrees (Academic), *Educational Finance, Faculty Workload, Financial Needs, Higher Education, *Land Grant Universities, *Program Costs, Program Validation, *Schools of Education, *State Universities, Student Teacher Ratio, *Teacher Education Programs, Teacher Educators, Teacher Salaries

The academic productivity and finance of 63 teacher education programs in state universities and land-grant colleges in 37 states are analyzed. The purpose of the analysis is not only to better understand the nature of these teacher education programs, but also to assess their relative condition. A survey instrument was mailed to 111 state universities and land-grant colleges. Deans from 63 of the universities' schools of education answered the questionnaires. Code numbers were assigned to

each of the schools for confidentiality. Data were provided on 211 variables in major categories of: (1) program approval; (2) faculty, faculty load, and salaries; (3) budgets and related full-time equivalent (FTE) staffing; (4) academic productivity by level; and (5) degrees conferred by level. Another 59 variables were calculated from the data including: (1) average class size; (2) credit hour productivity per FTE faculty; (3) cost per credit hour; (4) cost per FTE student; (5) institutional program complexity; (6) student-faculty ratios; (7) faculty to support staff ratios; and (8) resources from university and external sources. The findings indicate that many teacher education progams are severely underfunded. Among these 63 universities, the average direct costs of instruction per undergraduate teacher education major was only 65 per cent as much as for a public school student. Tables present data on 63 program variables, and also appended are a list of participating institutions, the data-gathering instrument, and a table of program complexity factors. (Author/JD)

ED 211 536 SP 019 433

Jung, Charles And Others

RUPS: Research Utilizing Problem Solving: Classroom Version. Leader's Manual.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 73
Note-293p.; For related documents, see SP 019 434-435.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Classroom Techniques, Creative Thinking, Educational Research, *Inservice Teacher Education, *Problem Solving, Research Utilization, *Simulated Environment, Teacher Effectiveness, *Teacher Workshops
Identifiers-Research Practice Relationship

This training manual is for teachers participating in the Research Utilizing Problem Solving (RUPS) workshops. The workshops last for four and one-half days and are designed to improve the school setting and to increase teamwork skills. The teachers participate in simulation exercises in which they help a fictitious teacher or principal solve a problem using the RUPS model. This manual describes the purpose and design of the workshops and provides information on conducting workshops. Handouts on the 16 subsets that comprise the workshop activities concern: (1) orientation; (2) identifying the problem; (3) using classroom research; (4) diagnosis using the force field technique; (5) diagnosing team relationships; (6) force field analysis and data gathering; (7) selecting tools for data collection; (8) spotting the major results in data; (9) gathering data on team-building relationships; (10) the concept of feedback; (11) deriving implications and action alternatives from research findings; (12) planning for action; (13) small group dynamics; (14) planning a RUPS project for specific onsite school problems; and (15) and (16) two followup sessions. (FG)

ED 211 537 SP 019 434

Jung, Charles And Others

RUPS: Research Utilizing Problem Solving. Administrators Version. Participant Materials.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 73

Note-190p.; For related documents, see SP 019 433-435.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Administrators, Decision Making Skills, Educational Research, *Management Development, *Problem Solving, *Research Utilization, *School Administration, Teamwork, *Workshops

Identifiers-Research Practice Relationship

These materials are the handouts for school administrators participating in RUPS (Research Utilizing Problem Solving) workshops. The purposes of the workshops are to develop skills for improving schools and to increase teamwork skills. The handouts correspond to the 16 subsets that make up the five-day workshop: (1) orientation; (2) identifying the problem; (3) using research about organizational and community conditions; (4) diagnosis using the force field technique; (5) diagnosing teamwork relationships; (6) force field analysis and data gathering; (7) selecting tools for data gathering; (8) spotting the major results in data; (9) gathering data on team-building relationships; (10) the concept of feedback; (11) deriving implications and action alternatives from research findings; (12) planning for action; (13) small group dynamics; (14) planning a RUPS project for specific onsite school problems; and (15) and (16) two followup sessions. (FG)

ED 211 538 SP 019 435

Jung, Charles And Others

RUPS: Research Utilizing Problem Solving. Administrators Version. Leader's Manual.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 73
Note-300p.; For related documents, see SP 019 433-434.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Administrators, Decision Making Skills, Educational Research, *Management Development, *Problem Solving, *Research Utilization, *School Administration, Simulated Environment, Teamwork, *Workshops
Identifiers-Research Practice Relationship

This manual is to be used by leaders of RUPS (Research Utilizing Problem Solving) workshops for school or district administrators. The workshop's goal is for administrators to develop problem solving skills by using the RUPS simulation situations in a teamwork setting. Although workshop leaders should be familiar with the RUPS materials and design, they need not be experts in the RUPS process or in teamwork skills. The role of the leader is to act as facilitator for the group as it moves through the learning exercises. The purpose and design of the workshop is described in the introduction; most of the document consists of the participant handouts for the 16 sessions or subsets that make up the workshop. Each subset has an instructional strategy outlined, listing the objectives, sequence, materials, and duration of each exercise. The subsets cover research techniques, data analysis, and planning with research results. (FG)

ED 211 539 SP 019 437

Whitcombe, J.

The Promotion of Women in the Primary Teaching Service. An Analysis of Applications for Personal Assessment and Senior Positions. Teacher Career and Promotion Study.

New Zealand Dept. of Education, Wellington.
Pub Date-Apr 80
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Rank (Professional), Administrator Selection, *Elementary School Teachers, Evaluation Criteria, *Females, Foreign Countries, Sex Discrimination, Teacher Certification, Teacher Evaluation, *Teacher Promotion, Teacher Qualifications
Identifiers-*New Zealand, *Teacher Career and Promotion Study

The Teacher Career and Promotion Study investigated the disproportionately small number of women holding elementary school senior teaching positions in New Zealand. Statistics were gathered from regional education board offices on applications and assessments of male and female teachers from 1975 to 1979. To be considered for a senior teaching position, teachers must apply to be assessed, or evaluated, at a higher grade level. Although regional differences were apparent in the findings, it was found that, contrary to popular opinion, women teachers did apply for assessment at higher grade levels, but that they received consistently lower assessments than did men teachers. However, the popular belief that women teachers do not apply for senior positions was upheld. It is assumed that women do not apply for senior positions because they continue to have lower assessments. An investigation of the assessment system is recommended. Tables of data and the qualifications considered in personal assessments are appended. (FG)

ED 211 540 SP 019 438

Whitcombe, J. E.

An Investigation of the Position of Women in Primary and Secondary Teaching In New Zealand. Teacher Career and Promotion Study.

New Zealand Dept. of Education, Wellington.

Pub Date-Nov 80

Note-14p.; Paper presented at the National Conference of the New Zealand Association for Research in Education (2nd, Palmerstown North, New Zealand, November 28-30, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Rank (Professional), Faculty Mobility, Family Influence, Females, Foreign Countries, *Occupational Aspiration, Sex Differences, Sex Discrimination, Success, *Teacher Attitudes, *Teacher Background, Teacher Evaluation, Teacher Persistence, *Teacher Promotion, Teacher Qualifications

Identifiers-*New Zealand, *Teacher Career and Promotion Study

As part of New Zealand's Teacher Career and Promotion Study, a questionnaire was completed by 1,829 elementary and secondary school teachers. Four areas affecting women's representation in senior teaching positions are examined: length of service, family constraints, promotion experience, and career aspiration. More men than women had completed the required 10 unbroken years of teaching experience for promotion to senior status. Of those eligible for promotion, 24 percent of the female primary teachers and 11 percent of the female secondary teachers had not applied for promotion, compared to two percent of the male secondary teachers and none of the male primary teachers. The female primary teachers had the lowest promotion rate, 64.8 percent. The most frequently cited reason for not seeking promotion was insufficient service time and contentment with present jobs. More men than women reported receiving encouragement for career advancement. The lower career aspirations held by women may be a realistic assessment of their promotion situation. Although most teachers thought that teaching ability should be the most important consideration for promotion, fewer women than men thought that ability affected promotion decisions. (FG)

Whitcombe, J. E.

A Comparison of Career Patterns of Men and Women Teachers. Teacher Career and Promotion Study.

New Zealand Dept. of Education, Wellington.
Pub Date-Dec 79
Note-24p.; Paper presented at the National Conference of the New Zealand Association for Research in Education (1st, Wellington, New Zealand, December 7-10, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Planning, Family Influence, Females, Foreign Countries, Inservice Teacher Education, Marital Status, Occupational Aspiration, Sex Differences, Sex Discrimination, *Teacher Attitudes, Teacher Background, *Teacher Characteristics, *Teacher Promotion, *Teaching (Occupation)
Identifiers-*New Zealand, *Teacher Career and Promotion Study

Interviews with 48 primary and secondary teachers in New Zealand provided comparisons of the career patterns of male and female teachers. The respondents taught at urban and rural schools and had a variety of status levels, from assistant teacher to principal. Respondents' ages ranged from under 25 to 55 years. The interviews were informal and wide-ranging, covering information given by teachers on: (1) biographical data; (2) entry into teaching; (3) mobility in the profession; (4) encouragement to seek promotion; (5) constraints on career development; (6) critical points in careers; (7) organization of household tasks; (8) impact of job-related regulations on career patterns; (9) inservice courses; (10) involvement in teacher organizations; (11) methods of job appointment; (12) sex roles in school positions; (13) opinions about women holding senior positions; (14) opinions about women as principals; and (15) future plans for teaching. The career paths showed several major differences, the most obvious being the career breaks taken by women teachers for child rearing and the subsequent damage to their eligibility for promotion. Men pursued a more aggressive method in planning career steps and in applying for positions. The men had a far greater awareness of the promotion process and took advantage of inservice courses, while the women's responses to professional involvement were essentially passive. (FG)

Review of Teacher Training. Report of the Steering Committee Associated with the Ministerial Conferences of November 1977 and August 1978.

New Zealand Dept. of Education, Wellington.
Pub Date-Dec 78
Note-110p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Admission Criteria, Foreign Countries, Formative Evaluation, Higher Education, National Surveys, Program Improvement, *Schools of Education, Student Teaching, *Teacher Education, *Teacher Orientation, *Teacher Qualifications, *Teacher Recruitment
Identifiers-*New Zealand

Based on a working paper drawn up by teacher educators in New Zealand in 1978, this report continues the national review of teacher training begun in 1977. The status of teacher education in New Zealand is noted in sections treating the strengths and weaknesses of the present system. Position statements are offered on the following topics: (1) recruitment; (2) selection of prospective teachers; (3) training programs; (4) practical training (student teaching); (5) teacher qualifications; (6) teacher induction process; (7) continuing teacher education; (8) evaluation of the initial preparation, induction, and continuing education of teachers; (9) schools of education; (10) the future role of teachers' colleges; and (11) the status and role of a proposed national council on teacher education. Recommendations for implementing the policies in each topic area are offered. Appendices provide an analysis of the changing nature of teaching at all levels, a description of the open entry system for schools of education, a sample induction program for beginning teachers, estimates of student population and teacher demand, and lists of contributors to the report. (FG)

ED 211 543 SP 019 465

Louisiana Programs and Practices File. 1981.
Louisiana State Dept. of Education, Baton Rouge. Louisiana Dissemination Network.
Pub Date-81
Note-48p.
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Abuse, *Classroom Techniques, Curriculum Development, *Demonstration Programs, *Educational Resources, Elementary Secondary Education, Fine Arts, Gifted, Inservice Teacher Education, Language Arts, Low Achievement, Mainstreaming, Natural Sciences, Physical Education, Program Validation, *Teaching Methods, Testing, *Validated Programs, Vocational Education
Identifiers-*Louisiana

This catalog presents interesting programs and practices developed by educational systems and practitioners throughout Louisiana. These exemplary programs were nominated for presentation at the annual workshops that disseminate the programs and practices. Descriptions of each of the 26 programs include: program title and location, age group served, description of the program, facilities or equipment needed, evaluating groups, and contact person for the program. Program topics

include gifted students, language arts, fine arts, environmental education, classroom techniques, child advocacy, exceptional persons, and parent involvement. The titles of the programs are displayed in alphabetical order, and a list of ERIC descriptors identifying program topics is included. Comprehensive information on these programs is prepared for a computer system and listed in the Louisiana Programs and Practices File. (JD)

ED 211 544 SP 019 466

Act 10 Inservice Guidelines, 1981-82. Bulletin 1625.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Curriculum, Inservice, and Staff Development.

Pub Date-82

Note-42p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Compliance (Legal), Educational Legislation, *Inservice Teacher Education, Needs Assessment, *Program Content, *Program Design, *School Districts, State Departments of Education, State Surveys, Statewide Planning

Identifiers-*Louisiana

Local inservice coordinators and advisors worked with Louisiana State Department of Education personnel to develop and implement this plan for compliance with teacher inservice education mandates of Act 10. Through the guidelines of Act 10, resulting inservice teacher education programs will be successful in improving teacher effectiveness. This packet lists the guidelines of Act 10 that the school districts are expected to follow on one side of the page. On the other side, there are spaces for local school authorities to list the programs and procedures that fulfill these requirements. It is designed so that local authorities can keep the guideline section and send their program descriptions to the state department of education. The completed plans present: (1) dates, times, and locations of upcoming inservice programs; (2) identities of local inservice coordinators and planning committee members; (3) teacher needs assessment information; and (4) evidence that teacher needs were considered in planning the inservice program. A selected bibliography on staff development and the forms to be used for teacher needs assessment and program evaluation are appended. (FG)

ED 211 545 SP 019 467

Trueblood, Cecil R. And Others

Measuring Attitudes Toward Inservice Education.

Pub Date- 81
Note-15p.; Paper presented at the Annual AIGE Conference (Denver, CO).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures, Factor Analysis, *Inservice Teacher Education, Participant Satisfaction, *Predictive Measurement, Program Effectiveness, Research Methodology, *Teacher Attitudes, Teacher Response, Test Validity

The purpose of this study was to design a valid, reliable instrument that identifies and measures teachers' attitudes toward inservice programs. The study also sought to locate attitude differences between school sites. An attitude scale was developed in five stages: (1) identifying the nature of the possible attitude factors from current literature, teacher interviews, and experiences with teachers during inservice programs; (2) writing attitude items that directly relate to these attitude factors; (3) pilot testing the items with inservice teachers; (4) analyzing the pilot data to verify the factors; and (5) selecting the items to be placed on the final version of the attitude scale. The scale was designed to elicit teachers' feelings or beliefs about what inservice programs should or could do, their expectations developed as a result of past experiences, and their feelings about suggested changes or improvements. The final version contained 32 statements and was administered to 244 inservice teachers in three school districts. Although much of the variance in the results was unexplained, the attitude scale was sensitive to attitude differences between school sites. A factor analysis of the results displays the 32 questions and summarizes the responses of the subjects. (JD)

ED 211 546 SP 019 468

Crouse, Kevin And Others

Reflections: Self Concept Development for Teachers and Students.

Ontario Secondary School Teachers' Federation, Toronto.
Report No.-ISBN-0-920930-09-3
Pub Date-81
Note-78p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Attitude Change, Concept Formation, Peer Relationship, Personality Development, *Self Concept, *Self Concept Measures, *Self Esteem, Self Evaluation (Individuals), Stress Variables, *Student Attitudes, *Teacher Attitudes, Teacher Effectiveness

This resource booklet presents information on self concept, its effect on students and teachers, and its treatment in the classroom. The first section covers self concept theories, characteristics of the self, personality theories and self concept, and the development of the self concept. The educational implications of self concept are discussed in the second section. Relationships among teacher self concept, student self concept, academic achievement, and teacher effectiveness are detailed. The measurement of self concept is the topic of the third section, which includes a behavior rating form and a self concept inventory. The fourth, fifth, and sixth sections deal with strategies to improve self concept. Teachers' self concepts can be improved through organizational development, school climate enhancement, supervision and management, and the ability to cope with stress. Students' self concepts can be improved through teacher effectiveness training, transactional analysis, group dynamics, self awareness techniques, contract learning, peer influence, physical self enhancement, leadership training, and career education. Also included in this booklet are a list of resource people who can help in various areas of self concept and an annotated bibliography. (CJ)

ED 211 547 SP 019 469

Nagel, Rosemary G. And Others

Not Alone. Teaching the Secondary Student With Special Needs.

Ontario Secondary School Teachers' Federation, Toronto.

Report No.-ISBN-0-920930-07-7
Pub Date-81
Note-71p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adapted Physical Education, Adolescents, *Classroom Techniques, *Educational Legislation, Emotional Disturbances, *Exceptional Persons, Foreign Countries, Hearing Impairments, Learning Disabilities, Physical Disabilities, Secondary Education, *Secondary School Students, Secondary School Teachers, Social Adjustment, *Special Education, *Teaching Methods, Visual Impairments
Identifiers-*Ontario

This resource booklet has been prepared to help secondary school teachers in instructing secondary school students with special needs. An historical perspective of Bill 82, which requires that Ontario, Canada school boards provide programs and services to meet the needs of exceptional students, is presented in the first section along with implications of the legislation. The whole child'' is discussed in the second section. It is noted that teachers should treat not only specific, identified student needs but should also consider personality needs, student self image, and student interests. Present approaches to special education, discussed in the third section, include: mainstreaming, segregation of exceptional students from their nonhandicapped peers, alternative schools, resource withdrawal programs, and other special classes and programs. The fourth section describes behaviors, possible reasons for behavior, and suggestions for dealing with students who are: (1) orthopedically impaired; (2) hearing impaired; (3) visually impaired; (4) gifted and talented; (5) educable; (6) trainable; (7) learning disabled; (8) speech or language disordered; and (9) emotionally disturbed or socially maladjusted. Suggestions are also presented for each of the populations in classroom techniques, adapted physical education, and shop and laboratory procedures. The fifth section describes specific methods and programs for students with special needs. Techniques include: self evaluation, cooperative games, task analysis approach, individual contracting, and peer programs. Support services are listed in the sixth section, and the conclusion lists a bibliography of relevant materials. (CJ)

Guidelines for CPR Training in Louisiana Schools. Bulletin No. 1638.

Louisiana State Dept. of Education, Baton Rouge.
Pub Date-Jul 81
Note-15p.; Best copy available.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cardiovascular System, *Course Content, Curriculum Development, *First Aid, Graduation Requirements, *Health Education, Medical Services, Minimum Competencies, Secondary Education, State Standards, *Teacher Certification
Identifiers-*Cardiopulmonary Resuscitation, Louisiana

Completion of a course in cardiopulmonary resuscitation (CPR) is required for graduation from high school in Louisiana. This bulletin presents the guidelines for a course in CPR and was prepared with the cooperation of the American Red Cross (ARC) and the American Heart Association (AHA). At the conclusion of tne course, students will be prepared to: (1) describe ways to take care of the heart, as well as the risk factors of cardiovascular disease; (2) identify the early warning signs of a heart attack and the need for emergency medical service; (3) perform one-rescuer CPR correctly; (4) demonstrate removal of airway obstruction for conscious and unconscious victims. Information on requirements for teacher certification for CPR instruction is given. Included also are course outlines provided by the ARC and AHA as guides to teachers in developing the CPR program. Suggestions are given for materials and equipment needea for the course and texts and other resources are cited. (JD)

ED 211 549 SP 019 474

Physical Education and Recreation Curriculum Guide (K-10). Bulletin 1597.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

Pub Date-81
Note-479p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors-*Athletics, *Competency Based Education, Core Curriculum, Dance, Elementary Secondary Education, Lifetime Sports, Minimum Competencies, Movement Education, Outdoor Activities, *Physical Activities, *Physical Education, Physical Fitness, *Physical Recreation Programs, Psychomotor Skills, Skill Development, State Curriculum Guides, *State Programs
Identifiers-*Louisiana, Team Sports

This competency based curriculum guide for elementary and secondary physical education classes was developed and pilot-tested by the Louisiana State Department of Education. The goal of the physical education curriculum is to develop skills, knowledge, and attitudes in the psychomotor, cognitive, and affective domains. A grade placement chart indicates the scope and sequence of required activities at specific grade levels. The activities are divided into eight units: (1) movement; (2) physical fitness and motor fitness appraisal; (3) dance; (4) team sports; (5) individual and dual sports; (6) lifetime sports; (7) park and recreation games; and (8) outdoor activities. Each unit lists the skills, performance objectives, and grade level for the activities and suggests methods and techniques for teaching the required competencies. A bibliography is appended to each activity unit. (FG)

ED 211 550 SP 019 475

Comprehensive Health Education Curriculum Guide, Grades K-10. Bulletin 1596.

Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.

Pub Date-81

Note-515p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Communicable Diseases, Consumer Education, Course Content, Drug Use, Elementary Secondary Education, Family Health, Family Life, First Aid, *Health Education, Health Materials, Hygiene, Mental Health, *Minimum Competencies, Nutrition Instruction, Public Health, Safety, State Curriculum Guides, *State Standards

Identifiers-*Louisiana

This curriculum guide is based on the Louisiana State Minimum Competencies for Health Education. This guide consists of extensive outlines of major content areas in health education with recommended activities to facilitate learning at specified levels. The content areas are: (1) communicable and noncommunicable disease; (2) consumer health; (3) environmental and community health; (4) family living; (5) nutrition; (6) mental and emotional health; (7) personal health; (8) safety and first aid; and (9) substance use and abuse. The guide has been developed for the kindergarten through tenth grades at four competency levels: Level I, kindergarten through third grades; Level II, fourth through sixth grades; Level III, seventh and eighth grades; and Level IV, ninth and tenth grades. With each content area, a course outline, topics, student objectives, and activities to achieve student objectives are provided. Following each section is a bibliography of reading materials for educators and print and nonprint resources for further information on the topic. (JD)

ED 211 551 SP 019 499

Deslonde, James L. Finnan, Christine R.

Teacher Corps: An Implementation Study of Collaboration and Multicultural Education. Volume I. Final Report Special Study I.

SRI International, Menlo Park, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date-Aug 80

Contract-300-78-0289

Note-90p.; For related document, see SP 019 500.

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cooperative Planning, *Educational Cooperation, Educational Environment, Educational Improvement, Ethnography, Federal Programs, *Inservice Teacher Education, Low Income, *Multicultural Education, Program Development, *Program Implementation, School Community Relationship

Identifiers-*Teacher Corps

This study is the first in a series of evaluation reports on the developmental stages of Teacher Corps programs. It focuses on program planning and initial implementation activities in relation to two components required by the Teacher Corps in the inservice programs: multicultural education and collaboration among various educational institutions. An ethnographic case study method was used to collect data in four low-income school sites. Analysis of the collected data focused on forces that facilitated or impeded project implementation and on processes of collaborative planning and multicultural education program development. The introduction to this volume supplies background information on the Teacher Corps. A section on the study design and methodology deals with ethnography and the techniques used in data collection and organization. In the third section, characteristics of each of the four study sites are compared and analyzed in relation to multicultural education. The conclusions reached on Teacher Corps collaboration, discussed in Section IV, concerned the use of community councils, policy boards, and planning groups. Section V, general conclusions and recommendations, involved: (1) creating locally based commitments to multicultural education; (2) increasing Teacher Corps Washington leadership in multicultural education; (3) using team leaders and interns as inhouse multicultural resources; (4) more intellectual leadership from project leaders; and (5) integration of multicultural education throughout program components. Appendices presented examples of a topical index, protocol, analysis and interpretation, and a cross-site index file card used in the study. (FG)

ED 211 552 SP 019 500

Deslonde, James L. And Others

Teacher Corps: An Implementation Study of Collaboration and Multicultural Education. Volume II. Final Report Special Study I.

Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-Aug 80
Contract-300-78-0289
Note-153p.; For related ducument, see SP 019 499.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*College School Cooperation, Community Characteristics, *Cooperative Planning, Educational Cooperation, *Educational Environment, Ethnography, Inservice Teacher Education, *Multicultural Education, *Program Implementation, Rural Schools, *School Community Relationship, Urban Schools
Identifiers-*Teacher Corps

In a study of Teacher Corps implementation of multicultural education and collaboration components in inservice teacher education programs, four community sites and their schools were studied. This volume presents the case studies of each community in a narrative form. To preserve anonymity, the names of people and places connected with the study were changed. Two of the study sites were rural, and two were urban; all had desegregated schools with complex social and educational situations. The settings are described, including the characteristics of the community, schools, and other educational facilities. The development of the multicultural and collaborative elements of Teacher Corps projects are described, often using sections from interviews or reports by local individuals to relate specific instances. Conclusions are stated for each site along with reviews of the progress and activities connected with the Teacher Corps projects. (FG)

ED 211 553 SP 019 510

Hylton, Yvonne

Teacher Centers & Mini-Awards.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
Spons Agency-National Foundation for the Improvement of Education, Washington, D.C. Teacher Center Project.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-81
Contract-400-77-0093
Note-43p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, Educational Strategies, *Grants, Independent Study, *Inservice Teacher Education, Instructional Innovation, Performance Contracts, Program Proposals, *Staff Development, *Teacher Centers, *Teacher Motivation

This booklet describes the mini-awards programs that are provided by teacher centers as an alternative form of inservice teacher education. Mini-awards (or mini-grants) are monetary incentives given to an individual teacher or to a group of teachers to encourage curriculum and staff development and to address the professional needs of teachers. The information in this booklet is based on a survey of mini-award programs in 27 teacher centers. In a question-and-answer format, characteristics of mini-awards are explained, including how awards are used, how much a mini-award program costs, applications procedures and evaluations, and how projects are monitored. Problems in initiating a mini-awards program and ways that results are disseminated are also outlined. Appendices provide: (1) a list of teacher centers with mini-award programs; (2) two sample mini-awards application forms; (3) recommended guidelines for writing a mini-award proposal; (4) examples of contracts; (5) proposal evaluation criteria from three centers; and (6) two examples of announcements of mini-award programs. (FG)

ED 211 554 SP 019 516

International Education: Values and Perspectives on...Four Human Rights. Teacher Edition.
American Federation of Teachers, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-82
Grant-G008006797
Note-69p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Civil Liberties, Cultural Pluralism, Democracy, *Due Process, Elementary Secondary Education, Ethnocentrism, Foreign Policy, *Freedom of Speech, Global Approach, *Inservice Teacher Education, *International Education, News Media, Social Attitudes, Totalitarianism, *Voting Rights, World Affairs

Identifiers-*United Nations

This handbook is for use in teacher center or school district inservice programs designed to raise the levels of teacher interest, understanding, and involvement in incorporating international education into the curricula of the public schools. The introduction in the first section provides background information on the use of the guide and explains its approach toward international education. In the second section, a broad overview is presented of issues and problems involved in securing human rights, and the third section compares human rights under different government forms: democracy, authoritarian dictatorship, and totalitarian dictatorship. In the fourth section, the focus is upon four human rights: (1) the right to due process and a fair trial; (2) freedom of association; (3) freedom of the press; and (4) the right to vote. Each right is treated in a separate chapter. A pertinent section of the United Nations Universal Declaration of Human Rights is quoted, followed by a series of illustrative examples that briefly examine how the right is treated, in theory and in practice, under democratic, authoritarian, and totalitarian governments. Alternative examples and subjects for discussion and study are suggested. Finally, each chapter includes references and bibliographic citations for further information on the topic. The appendix includes the Universal Declaration of Human Rights, an overview of the United Nation's role in protecting human rights, and a list of suggested learning activities. (JD)

ED 211 555 SP 019 517

Peake, Ronald E. Eade, Gordon E.

A Field-Based Graduate Program Which Works for Individual Teachers and Total School Staff Development.

Pub Date- 80
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Programs, Degree Requirements, *Field Experience Programs, *Inservice Teacher Education, Internship Programs, Rural Schools, School Community Relationship, School Districts, *Schools of Education, *Teacher Education Programs
Identifiers-Florida, *Teacher Corps

A cooperative venture between the University of West Floride and the Okaloosa County (Florida) school district addressed the concerns of two rural communities over changing school and community characteristics and the need for basic skills instruction for elementary and secondary school students. To meet and expand upon objectives of Teacher Corps graduate programs, a Graduate Program Task Force studied characteristics of the schools and the communities. It was decided that a field-based program would involve most faculty members in the graduate program, would have a direct impact on the school and community, and would cause faculty and interested community members to participate in appropriate preservice and inservice activities. Since no field-based graduate programs in education existed at the university, courses were modified to meet the needs of the new program participants. Four Teacher Corps interns and 28 local teachers began the degree program in the fall of 1979. The program consisted of core courses, elective seminars, directed independent studies, and individual specializations culminating in a major project. The program was scheduled to allow a combination of coursework and classroom observation. Three major strategies were used to accomplish the goal of inservice education and staff development: (1) participation in an action research project or practicum; (2) use of an extended interaction partner system; and (3) development of a portfolio of competencies by the interns. (FG)

ED 211 556 SP 019 518

Dorman, Gayle

Middle Grades Assessment Program. Leader's Manual.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.
Spons Agency-Needmor Fund, Toledo, Ohio.
Pub Date-81
Note-35p.; For related document, see SP 019 519.
Available from-Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($10.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescent Development, Classroom Observation Techniques, *Educational Assessment, Educational Environment, Evaluation Criteria, Group Instruction, Institutional Characteristics, Interviews, Junior High Schools, Middle Schools, *Program Evaluation, Training Methods

This manual is for experienced group leaders who will be training parents, educators, or policymakers to use the Middle Grades Assessment Program to evaluate how schools are responding to the developmental needs of adolescents. This manual is to be used in conjunction with the user's manual and a slide-tape presentation. The user's manual provides a checklist of observation items and interview questions that relate the physical, intellectual, emotional, and social needs of young adolescents to the school environment. Techniques for training people in the use of the school observation and assessment checklist are presented in this manual, which is divided into two sections: (1) training in the observation and assessment of a school; and (2) leading the assessment team members to share and summarize their information. Two modules provide guidelines for clarifying the group's philosophy and objectives, building a consensus, and reviewing and practicing observation and interviewing skills. Activities are recommended for sharing and summarizing the observations of the group following a school visit. (JD)

ED 211 557 SP 019 519

Dorman, Gayle

Middle Grades Assessment Program. User's Manual.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.
Spons Agency-Needmor Fund, Toledo, Ohio.
Pub Date-81
Note-71p.; For related document, see SP 019 518.
Available from-Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($5.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescent Development, Adolescents, Developmental Stages, *Educational Assessment, *Evaluation Criteria, Institutional Characteristics, *Institutional Evaluation, Interviews, Junior High Schools, Middle Schools, *Program Evaluation, School Responsibility, *School Role, Student Behavior

This manual is for educators, parents, and policymakers who wish to evaluate the responsiveness of middle schools to the developmental needs of twelve to fourteen-year-old students (young adolescents). A leader's manual and a slide-tape presentation complete the training needed to use this Middle Grades Assessment Program. A preliminary discussion offers an insight into the needs of these young adolescents and their social, emotional, and physical development. A discussion is also presented of the essential characteristics of schools that are responsive to the needs of this age group. A checklist that contains guidelines for effective observation and assessment of schools by lay people is introduced. This checklist evaluates how well the school is meeting adolescent needs for: safety, academic effectiveness, diversity, self-exploration, participation, social interaction, physical activity, competence and achievement, and structure and limits. Forms for conducting interviews, which are part of the assessment program, are included for meetings with school principals, guidance counselors, teachers, parents, and students. These forms contain statements of desirable conditions and supplies questions to ascertain if this condition exists in the school. Observation forms are provided for evaluating school facilities, classroom instruction, the media center or library, student rules and expectations, and the general environment. A chart is included for summarizing observations. The manual concludes with a glossary of educational terms, bibliographies on learning environments and young adolescents, and lists of journals and organizations concerned with education and adolescents. (JD)

ED 211 558 TM 810 513

Simons, Helen

Case Studying Superordinates: The Power Politics of Policy Formation.

Pub Date-Apr 81

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies, *Caseworker Approach, Evaluation Methods, *Evaluators, Foreign Countries, Policy

Identifiers-United Kingdom

Two current trends in evaluation practice are brought together: the growth of case study in policy evaluation and the redefinition of the case boundaries to include administrative actors. One facet of their interaction is explored; that is, the confrontation that can occur when a case worker alone comes into conflict with the organization studied. Issues of the content and dissemination of information may become more then usually vulnerable to the exercise of executive power. The resulting imbalance in power relationships threatens not only the dissemination of evaluation reports, but the completion of the evaluation itself. The central point is that when case study is the mode of policy evaluation, the policies of use of data intrude into the actual study and production of evaluation reports. With the evaluation process any policy utilizing the policy managers as a more visible part of the analysis, there is a tendency to adopt qualitative methods of social enquiry, via interviewing, observing and value analysis of documents, regarding participants' judgements and perceptions as an important source of understanding the program under evaluation in action. (Author/CE)

ED 211 559 TM 810 559

Bulcock, J. W.

Normalization Ridge Regression in Practice I: Comparisons Between Ordinary Least Squares, Ridge Regression and Normalization Ridge Regression.

Uppsala Univ. (Sweden). Dept. of Psychology.
Spons Agency-Natural Sciences and Engineering Research Council, Ottawa (Ontario).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Swedish Inst., Stockholm.; Uppsala Univ. (Sweden). Inst. of Theology.
Pub Date-May 81
Grant-A-3960

Note-35p.; For related document, see TM 810 560. Lecture given at University of Uppsala (Sweden, May 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analysis of Covariance, *Least Squares Statistics, *Mathematical Models, *Predictor Variables, Regression (Statistics), *Research Methodology, Research Problems, Social Science Research
Identifiers-*Normalization Regression Estimation, *Ridge Regression Analysis, Stochastic Analysis

The problem of model estimation when the data are collinear was examined. Though the ridge regression (RR) outperforms ordinary least squares (OLS) regression in the presence of acute multicollinearity, it is not a problem free technique for reducing the variance of the estimates. It is a stochastic procedure when it should be nonstochastic and it does not satisfy the boundary condition. It is argued that the dilemmas of the RR approach stem from use of the minimum mean square error criterion. An alternative, called the variance normalization criterion is proposed. In theory this method overcomes the dilemmas of RR while at the same time preserving all the advantages of RR over OLS. On the basis of nine performance indices, it is shown that when applied to test data normalization ridge regression performs satisfactorily. Monte Carlo experiments are necessary to shed more light on the problem of selecting the most satisfactory optimal k-value for coping with the multicollinearity problem. (Author/DWH)

ED 211 560 TM 810 560

Bulcock, J. W.

Normalization Ridge Regression in Practice II: The Estimation of Multiple Feedback Linkages.

Uppsala Univ. (Sweden). Dept. of Psychology.
Spons Agency-Natural Sciences and Engineering Research Council, Ottawa (Ontario).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Swedish Inst., Stockholm.; Uppsala Univ. (Sweden). Inst. of Theology.
Pub Date-May 81
Grant-A-3960
Note-42p.; For related document, see TM 810 559.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Analysis of Covariance, Foreign Countries, Junior High Schools, *Least Squares Statistics, Mathematical Models, *Predictor Variables, *Research Methodology, Research Problems, *Secondary School Science
Identifiers-Finland, *Normalization Regression Estimation, *Ridge Regression Analysis, Stochastic Analysis

The use of the two-stage least squares (2 SLS) procedure for estimating nonrecursive social science models is often impractical when multiple feedback linkages are required. This is because 2 SLS is extremely sensitive to multicollinearity. The standard statistical solution to the multicollinearity problem is a biased, variance reduced procedure known as ridge regression (RR). However, RR is a stochastic solution when it should be nonstochastic, and does not meet the boundary condition; thus, a new ridge technique called normalization ridge regression (NR) is proposed. When NR is used in an analogous fashion to 2 SLS it should theoretically provide a superior solution to multiple feedback estimating problems than either 2 SLS or 2 SRR. All three techniques (2 SLS, 2 SRR, and 2 SNR) are used to estimate a multiple feedback model of school science achievement for a national probability sample of Finnish 14 year-olds. The 2 SNR estimates were compared to both 2 SLS and 2 SRR estimates. In general, the 2 SNR results were the most consistent and confirmed the posited advantages of the biased, variance-reduced 2 SNR procedure over the other nonrecursive estimating methods. (Author/DWH)

ED 211 561 TM 810 679

Program Documentation and Evaluation. Workshop (Eugene, Oregon, April 12-14, 1977).

Far West Teacher Corps Network, Bellingham, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Grant-489AH60390A
Note-60p.; Small print in appendices.
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Collection, *Documentation, Elementary Secondary Education, Evaluation Methods, *Federal Programs, *Program Evaluation, Test Selection
Identifiers-*Teacher Corps

Emphasis on the systematic evaluation of federally funded programs has steadily increased over the last several years. In response to this increased emphasis, a workshop was held in Eugene, Oregon, on April 12-14, 1977, to familiarize the directors and selected staff members from six Far West Teacher Corps Network projects with the program documentation and evaluation process developed by Dr. Robert Hammond at the University of Oregon. This monograph is based on the presentations and products of the Teacher Corps workshop. Each chapter focuses on a particular aspect of the documentation and evaluation process. Chapter One is concerned with the theoretical constructs underlying the process. In Chapter Two, solutions are presented for practical problems regarding the creation of program and documentation blueprints. In the next chapter, a step by step procedure is described which is designed to facilitate the generation of relevant and important evaluation questions. Finally, in Chapter Four, the authors describe the issues in the selection and/or development of data gathering instruments. (Author/GK)

Krueger, Jo Ann
Del Norte's Study of High School Factors as Related to Placement of Freshmen in the University of New Mexico's Basic Skills Program.
Albuquerque Public Schools, N. Mex.
Pub Date-Jan 81
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Records, *Basic Skills, *College Freshmen, *College Preparation, Higher Education, *Remedial Programs, *Scores, Student Placement
Identifiers-*American College Testing Program, *University of New Mexico

According to a report from the University of New Mexico (UNM) 52 percent of Del Norte High School's (Albuquerque) graduates who entered UNM in the fall of 1979 were placed in at least one Basic Skills class, designed to assist beginning students whose American College Test (ACT) scores showed deficient college preparation in raising their academic achievement to college entrance standards. In response, Del Norte undertook a study of its graduates who were (1) in the UNM Basic Skills program, or (2) exempted from the Basic Skills program. Their high school records were reviewed along three dimensions factual descriptors, overall achievement, and high school curricular factors and analyzed statistically. Major findings and their implications are discussed. (Author/GK)

New Mexico High School Proficiency Examination. Spring, 1980 Test Results.

Albuquerque Public Schools, N. Mex.
Pub Date-80
Note-30p.; Small print throughout.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Academic Standards, *Competency Based Education, *Criterion Referenced Tests, High Schools, *Minimum Competency Testing
Identifiers-*New Mexico (Albuquerque), *New Mexico High School Proficiency Examination

The New Mexico High School Proficiency Examination covers five general content areas: (1) Community Resources; (2) Occupational Knowledge; (3) Consumer Economics; (4) Mental and Physical Health; and (5) Government and Law. Skills measured by the test are: Identification of Facts and Terms; Reading; Writing; Computation and Problem Solving. These areas are determined to be the basic functional adult competencies needed in modern society. Students who do not meet the proficiency standard as 10th graders have additional opportunities to pass the test in their junior and senior years of high school. Successful completion of the examination results in a proficiency endorsement'' on the student's diploma. This document includes general summary information for the 1980 school year and skill and content areas in depth since the first results from February, 1979. Tenth, eleventh and twelfth grade results are compared in various charts and graphs. (Author/CE)

ED 211 564 TM 810 830

Parent-Teacher Guide to Portland Achievement Level Tests 1981-'82.
Northwest Evaluation Association, Oreg.; Portland Public Schools, Oreg.

Pub Date-81
Note-188p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Achievement Tests, Basic Skills, Elementary Education, *Language Arts, *Mathematics Achievement, Parent Teacher Conferences, Reading Achievement, Scores, *Test Interpretation
Identifiers-*Portland School District OR

In 1977, the Portland School District introduced a locally developed achievement testing program for Grades 3 through 8 in reading and mathematics. In 1979, language arts tests were added. These three test series comprise the Portland Achievement Levels Testing Program. The new tests were created by district personnel to measure student achievement based on the curriculum taught in Portland Public Schools. The first step in developing these tests was to define goals of the Portland curriculum from Grades 3 through 8 in reading, math and language arts. Next, test items were developed to measure the goals. The difficulty level of each item was determined through field testing. A single curriculum scale (Grades 3-8) was subdivided into smaller segments, and short tests were developed. These short tests give scores that can be compared as if they were simply portions of one long test. One of the advantages of the testing program is that students are tested at their functional level; this helps ensure that the test will measure the students' achievement levels accurately. The Achievement Levels Tests help determine how well students are progressing toward important basic skills learning goals. (Author/GK)

ED 211 565 TM 810 853

Allsopp, Anne H. And Others
Ten-Year Plan for Educational Excellence.
Anne Arundel County Public Schools, Annapolis, Md.
Pub Date-Aug 80
Note-267p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*County School Districts, Curriculum Development, Educational Improvement, *Educational Planning, *Educational Quality, Elementary Secondary Education, *Long Range Planning
Identifiers-*Anne Arundel County Public Schools MD, Nepal, Philippines, Sri Lanka, Thailand, Vietnam

Five classroom teachers developed this long range plan for achieving educational excellence in the Anne Arundel County Public School System of Maryland during the decade of 1980s. Part I of the report gives an introduction including a list of suppositions, provides a conceptual framework that guided the work of the planning team, and describes the process used by the planning team. Part II addresses general concerns and overriding issues that transcend departmental or purely programmatic considerations. Among the issues discussed in this section are grade organization, graduation requirements, allocation of instructional time at all levels, staffing, evaluation of programs and staff development. Part III of the report addresses each program on an individual basis. Among the recommendations are pre-kindergarten programs for all four-year old children, use of calculators and computers in all instructional programs as appropriate, expansion of gifted/talented/advanced programs, implementation of an elementary school foreign language program, and implementation of a separate health education curriculum. Finally, Part IV discusses some preliminary activities for implementing the Ten-Year Plan. (Author/GK)

ED 211 566 TM 810 856

Virgin, A. E. Kinzinger, K.

Education for North York in the Eighties.

North York Board of Education, Willowdale (Ontario).

Pub Date-19 Jun 80

Note-199p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Board of Education Policy, *Consolidated Schools, *Declining Enrollment, *Elementary Secondary Education, Foreign Countries, School Closing, School District Autonomy, *School District Reorganization

Identifiers-Canada

Two related components comprise this document: (1) the outline of a Comprehensive Plan describing a process for educational planning offering a framework for revitalization of the system; and (2) examining options for school consolidation moving North York to a system with a distinct middle-school component consisting of grades 6, 7 and 8. This document uses three major assumptions: future directions and developments are controllable; consolidation is not negative-it's a time for the system's program, morale and communications to be restored; and consolidation should be viewed in conjunction with issues of concern facing the system in the eighties. The report deals with the educational goals, divided into principles and assumptions, curriculum goals, and system goals. With over two hundred recommendations considered, five aims were established with the district's School Board of Trustee's endorsement, and the recommendation to establish a Middle School Development Committee, a Transitional Planning Committee, a Consolidation of Finances Committee, a Secondary School Consolidation Committee, and a Coordinating Committee was enacted. (CE)

ED 211 567 TM 810 861

Eberhardt, Del And Others

Greenwich High School: Profile of the Graduating Class of 1980.

Greenwich Public Schools, Conn.
Pub Date-80
Note-74p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Choice, College Choice, *High School Graduates, High Schools, *Profiles, Scores, *Student Characteristics, Vocational Education

Identifiers-*Greenwich Public Schools CT, Scholastic Aptitude Test

A thorough profile of Greenwich High School's 1980 graduating class is depicted through a list of sixteen summary statements. These are then expanded into graphs showing individual breakdown of such things as the number of students attending four-year colleges and universities on a full-time basis, and the geographic distribution of colleges attended and colleges ranked by competitiveness. Ethnic background, SAT Scores, field of study in college and College Board Achievement Test Analysis are included in the class profile. Similar charts and graphs are given for two-year college-bound students and areas of employment by the work-bound students. Tallies, which have been kept since ninth grade, on the self-reported class rank and self-reported academic achievements of the members of the class are reported. This document serves simply as an informative tool; it does not attempt to draw conclusions or compare facts presented. (CE)

ED 211 568 TM 810 888

Ross, John A. Maynes, Florence J.

Experimental Problem-Solving Item Pool: Junior and Intermediate Division Science. Project Ontario Inst. for Studies in Education, Peterborough. Trent Valley Centre.

Pub Date-80
Note-255p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Curriculum Development, Elementary School Science, Elementary Secondary Education, Foreign Countries, *Item Banks, *Science Curriculum, *Science Tests, *Scientific Literacy, Secondary School Science, *Test Items
Identifiers-Canada

The absence of suitable instruments to measure scientific inquiry skills, and the inability of teachers to construct their own tests to measure mastery of science skills led the Peterborough County (Ontario) Board of Education to develop skill-oriented curriculum guidelines in response to changes in Ministry of Education priorities in science. Skills of scientific inquiry were identified, levels of student growth for each skill were described, and a pool of test items with a teachers' manual was developed. The primary impact of the project is to give teachers a practical tool that will provide them with feedback on student skill development and the effects of the science program. The project is also to promote a generalizable approach to curriculum development. Successful completion of the project will increase curricular skills of the participants, and dissemination of the products will heighten support for this approach to curricular innovation. (Author/GK)

ED 211 569 TM 810 891

Evaluating Pupil Development: Productive Skills Training, Moral Education. Report of a Regional Seminar for Preparing Guidelines for Developing Innovative Examination Tools, Methodologies and Procedures (Bangkok, Thailand, September 10-20, 1979).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date-80

Note-38p.

Available from-UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Evaluation, *Educational Improvement, Elementary Secondary Education, *Evaluation Methods, *Foreign Countries, *Moral Development, *Skill Development

Identifiers-Afghanistan, Asian Programme Educ Innovation for Development, Bangladesh, Evaluation Problems, India, Indonesia, Iran, Malaysia, Nepal, Philippines, Sri Lanka, Thailand, Vietnam

The Asian Centre of Educational Innovation for Development (ACEID) organized a Regional Seminar for Preparing Guidelines for Developing Innovative Examination Tools, Methodologies and Procedures. Four objectives were outlined: (1) to consider current methodologies and procedures used by the participating countries in developing evaluation tools for assessing productive skills and moral development; (2) to identify problems and issues involved in developing such tools; (3) to make suggestions or methodologies and procedures for developing evaluation tools in these two areas and (4) to recommend plans for follow-up activities to be undertaken by participating countries. These four areas are developed as a workbook tool for analyzing one's methodologies, problems, evaluations, etc. Skill training and methods of skill training are repeatedly considered, and while the development and evaluation of moral education is deemed vitally important, the seminar group is also attentive to the follow-up activities each country proposes. (CE)

ED 211 570 TM 810 899

[Roeber, Edward D.]
Teaching Local Educators to Use and Report State Assessment Results.
Pub Date- 80
Note-57p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Improvement, Elementary Secondary Education, Inservice Teacher Education, *Models, School Districts, State Programs, *State School District Relationship, *Test Results, *Test Use
Identifiers-*Michigan Educational Assessment Program, *Test Reporting

Staff of the Michigan Educational Assessment Program (MEAP) have developed procedures for helping school district and building staffs use and report assessment results. There are procedures for using results at the district level, school building level and classroom level included in the appendix. This model is applicable to other state programs faced with the challenge of teaching local educators to use their results. These ideas are based on realistic estimates of resources available locally. The use and reporting model is predicated on several assumptions: (1) test results should be used to help students learn; (2) members of the public have a right to know about their schools; (3) most local educators are not well trained in testing, or the use of test results in instruction; (4) without training and motivation to use results, many local educators will ignore the results; (5) there are simple ways of using test results and these can be taught to local educators; and (6) the use of the results by the teachers and the principle and the reporting of the results at the district level to the school board and media and at the building level to the parents are very much interrelated. (Author/GK)

ED 211 571   TM 810 907

Kimmel, Wayne A.

Putting Program Evaluation in Perspective for State and Local Government. Human Services Monograph Series, Number 18.

Department of Health and Human Services, Rockville, Md. Project Share.
Spons Agency-Aspen Systems Corp., Germantown, Md.
Pub Date-Apr 81
Note-66p.
Available from-Project SHARE, P.O. Box 2309, Rockville, MD 20852 (free).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Decision Making, Evaluation Methods, *Human Services, *Local Government, *Program Evaluation, *Public Agencies, *State Government
Identifiers-*Evaluation Utilization, Project SHARE

This paper attempts to put program evaluation into a broad but realistic perspective for managers and program practitioners in public agency human services programs at the state and local levels. It attempts to characterize the meaning and intent of program evaluation; to compare it with similar or allied approaches to improving decision making and management through the use of formal tools; to present some of the evidence on what difference evaluation seems to make in practice; and to discuss some of the basic issues raised by attempts to apply formal methods of evaluation. In conclusion, suggestions are offered to help the public agency practitioner decide whether or not to conduct formal program evaluation in a specific instance and what issues appear useful to consider. (Author/GK)

ED 211 572 TM 810 919

Brittain, Clay V. Brittain, Mary M.

Audiovisual vs Paper-and-Pencil Testing of Occupational Competence.

Pub Date-7 Mar 80

Note-13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Norfolk, VA, March 7, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Armed Forces, Attitudes, *Audiovisual Aids, *Comparative Analysis, *Enlisted Personnel, *Job Skills, *Multiple Choice Tests, *Occupational Tests, Reading Ability

Identifiers-Adult Basic Learning Examination, *Paper and Pencil Tests

An exploratory application of audio-visual media to the occupation proficiency testing of enlisted soldiers is described. A five-response console which had been developed as a laboratory model was used. A DataQuest machine was adapted for delivery of a multiple choice test of job knowledge. In being tested, the soldier sat in front of the console and listened to the test questions through earphones while viewing supporting visuals projected on a screen. As the DataQuest was connected with a printer, a report of diagnostic/remediation statements was available to the soldier upon completion of the test. Two major conclusions from the study were (1) scores on a multiple choice test of job knowledge were not increased by having the test presented through an audio-visual delivery system rather than in a printed mode; and (2) soldiers expressed strong preference for the machine mediated audio-visual test delivery. (Author/GK)

ED 211 573 TM 810 920

Amabile, Teresa M.

Brilliant but Cruel: Perceptions of Negative Evaluators.

Pub Date-Apr 81
Note-28p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attribution Theory, Book Reviews, *Evaluators, Experimenter Characteristics, Higher Education, *Negative Attitudes, Social Cognition
Identifiers-*Evaluator Characteristics, Evaluator Credibility

Two studies examined the hypothesis that negative evaluators will be perceived as more intelligent than positive evalutors. Two types of stimuli were used: excerpts from actual negative and positive book reviews, and versions of those excerpts that were edited so that the balance of the reviews varied but the content did not. The results strongly supported the hypothesis. Negative reviewers were perceived as more intelligent, competent, and expert than positive reviewers, even when the content of the positive review was independently judged as being of higher quality and greater forcefulness. At the same time, in accord with previous research, negative reviewers were perceived as significantly less likeable than positive reviewers. The results on intelligence ratings are seen as bolstering the self-presentational explanation of the tendency shown by intellectually insecure individuals to be negatively critical. The present methodology is contrasted to that of previous research which obtained apparently contradictory results. The phenomenon demonstrated here is explained in terms of implicational schemata. (Author)

ED 211 574 TM 810 923

Educational Improvement Act Testing Requirements and Test Scoring Services, 1981-1982.

Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.

Pub Date- 82

Note-54p.; Pages 18, 19, 22, 38, 40, 45, 46, (Scoring Sheets) of original document removed for copyright purposes.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education, Research Coordinating Units, *School Districts, *Scoring, *State School District Relationship, *Testing Programs

Identifiers-Assessment of Career Development, Comprehensive Tests of Basic Skills, General Aptitude Test Battery, Short Form Test of Academic Aptitude, Test of Cognitive Skills

The proper preparation of test materials for free scoring is described. An application form for receiving free scoring and ordering forms for the materials required for participation in the mandated testing program in grades 3, 5, 7 and 10 are included. Designed by the Kentucky Department of Education's Office of Research and Planning, the document is designed to help a school district in planning its testing program. Listed as a prime concern is the reduction of expenditures for education over the next five years, by design of a plan for scheduling tests and free-scoring retest students at given times in the academic year. (Author/CE)

ED 211 575 TM 810 928

Evaluation of Title I ESEA Projects, 1980-1981: Abstracts. Report No. 8203.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Aug 81
Note-122p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Assessment, Elementary Secondary Education, English for Special Purposes, *Federal Programs, Mathematics Achievement, Program Descriptions, *Program Effectiveness, *Program Evaluation, Reading Achievement, School Community Relationship, Social Studies
Identifiers-California Achievement Tests, *Elementary Secondary Education Act Title I, *Philadelphia School District PA

As part of the annual evaluation of Title I Elementary and Secondary Education Act (ESEA) projects, this report was produced. It is organized into six sections: (1) Programmatic Goals; (2) Evaluation Techniques; (3) Findings; (4) Discussion; (5) Summary and Conclusions; and (6) Abstracts of Project Reports. The abstracts are based on annual technical reports issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under ESEA Title I. Programmatic goals are organized into six project categories: comprehensive reading and mathematics, programs for limited-English-speaking-ability pupils, social sciences, supportive services, and nonpublic school projects. While the long term effects of Title I intervention are positive, the results herein reported appear moderated, the effect being more pronounced in mathematics than in reading. To the degree that standardized test scores constitute evidence of the impact of programs upon students, the data indicate that positive changes are taking place. (Author/GK)

ED 211 576 TM 810 948

Landon, Glenda L. Shirer, William
Program Evaluation Handbook.
Wisconsin School Evaluation Consortium, Madison.
Pub Date-81
Note-62p.; For related documents, see ED 210 286 and ED 210 301.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Evaluation Methods, Evaluators, *Program Evaluation, *School Districts, Workbooks

This manual was written to help program self-study committees finish their job of evaluation. There is one fact which describes how the manual is to be used, which is that committee members will make judgments about how well the program works; those judgments will be based upon the evidence collected during the earlier phases of the project. A key feature of the manual is that each group of questions is referenced to the evidence which will help committees arrive at justifiable answers. The manual may be used in its entirety, or by limiting the focus to specific components. The major components are program intent, program delivery, and program outcomes. At the end of each major section there is a place for summarization of the findings about those large topics. The last section of the manual, evaluation findings, is where the best and worst things about the instructional program are identified. (Author/GK)

ED 211 577 TM 810 953

Jensen, Arthur R.
Test Validity: g Versus the Specificity Doctrine.
Pub Date-26 Aug 81

Note-71p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Tests, *Correlation, Court Litigation, *Intelligence Differences, *Intelligence Quotient, Occupational Tests, *Psychological Testing, *Psychometrics, Scores
Identifiers-*Specificity Doctrine

The specificity doctrine, holds that psychometric tests measure nothing other than the specific bits of knowledge and learned skills reflected in the item content of the tests. This prevailing doctrine has influenced the interpretation of test scores and the conceptualization of test validity, as well as the practical use of tests in educational and personnel selection. Opposed to the specificity doctrine is the view that a wide variety of cognitive tests measure in common a few large factors of mental ability, most prominently general intelligence or g. The commonality is not ascribable to common contents of the tests but to common brain processes. Recent massive validity evidence from the use of cognitive tests in personnel selection is consistent with the broad common-factor theory and contradicts the specificity doctrine. The practical and theoretical utility of the construct of g as a general information processing capacity also appears warranted by other lines of evidence independent of factor analysis. (Author)

ED 211 578 TM 810 961

Rodger, R. S.
A Classification and Comparison of Multiple Comparisons.
Pub Date- 74
Note-11p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Canada, June 3-5, 1981).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification, *Evaluation Methods, *Hypothesis Testing, Mathematical Models, Research Methodology, *Statistical Analysis
Identifiers-*Error Analysis (Statistics), *Multiple Comparisons

A fairly large number of different methods exist for evaluating comparisons or null hypothetical contrasts. Because it is difficult to choose among them, this paper develops a 2 by 2 classification of the methods. The first dimension of the classification is decision-based error rate vs. experimentwise error rate. The second dimension is planned vs. post-hoc contrast. Most of the generally useful and better-known methods are considered; t, Bonferroni, Dunnett, Duncan Multiple Range, Rodger, Scheffe, Tukey, and Newman-Keuls Multiple Range. Each method is classified and discussed. If one has very specific questions to be answered, and a very good idea of what the true population means are, use carefully planned tests; otherwise use post-hoc methods. If one believes that a null hypothesis of equal means may be true and that one should have a conventionally low probability of rejecting it in error, use experimentwise error rate, but keep the number of means being considered as small as possible; otherwise use decision-based error rates. (Author/BW)

ED 211 579 TM 810 966

Hines, Howard Fretz, Bruce R.

Strong-Campbell Interest Inventory: Review of Empirical Research.

Pub Date- 80

Note-31p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Interest Inventories, *Literature Reviews, *Predictive Validity, Testing Problems, *Test Reliability, *Test Validity, *Vocational Interests

Identifiers-*Empirical Research, *Strong Campbell Interest Inventory

All published empirical studies of the Strong-Campbell Interest Inventory (SCII), 1974 thru 1980, are reviewed. While only a few predictive validity studies have been completed, concurrent and construct validity studies are consistently supportive of the validity of the General Occupational Themes, Basic Interest Scales and Occupational Scales. Several problems are noted regarding the appropriateness of the classification of Occupational Scales and Basic Interest scales within the General Occupational Theme groups. Too little work has been conducted with special scales and administrative indices to make assessment beyond those already noted in the inventory's manual. Studies of the presence of age, race, and sex bias in the instrument yielded data mostly supportive of the appropriateness of the SCII for the groups for which it is purportedly suitable. Areas in need of further or different types of research are identified. (Author/GK)

ED 211 580 TM 810 970

Davison, Mark L.

Multidimensional Scaling vs. Factor Analysis of Tests and Items.

Pub Date-26 Aug 81
Note-23p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 26, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ability, *Comparative Analysis, Correlation, *Factor Analysis, Factor Structure, *Multidimensional Scaling, *Psychological Testing, Test Interpretation, Test Items, Vocational Interests
Identifiers-General Aptitude Test Battery, Vocational Preference Inventory

Academic psychology has long been composed of two disciplines, one experimental and one correlational. These two disciplines each developed their own method of studying structure in data: multidimensional scaling (MDS) and factor analysis. Both methods use similar kinds of input data, proximity measures on object pairs. Both represent the object structure in terms of spatial coordinates. When MDS and factor analysis are applied to the same test intercorrelation matrix, how do the results compare? In an analysis of ability data and an analysis of vocational interest data, two-dimensional, nonmetric MDS solutions were compared to three-factor, principal components solutions. In both analyses, the components solution contained a general factor with no counterpart among the scaling dimensions. Loadings along the remaining two components closely resembled scale values along the two dimensions. Results suggest that if one compares a K-dimensional MDS solution to a (KTI) components analysis, the components analysis will often contain a general factor with no counterpart among the scaling dimensions; after applying an appropriate rotation and multiplicative constant to the MDS scale values, some or all of the remaining components will correspond to a dimension in the scaling solution. (Author)

ED 211 581 TM 810 971

Marsh, Herbert W. And Others

Multitrait-multimethod Analyses of the Self Description Questionnaire: Student-Teacher Agreement on Multidimensional Ratings of Student Self-concept.

Sydney Univ. (Australia).

Pub Date-1 Sep 81

Note-51p.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Factor Analysis, Foreign Countries, Intermediate Grades, Reading Achievement, Self Concept, Self Concept Measures, Sex Differences, *Student Attitudes, *Teacher Attitudes, *Test Validity

Identifiers-Australia (Sydney), Intellectual Achievement Responsibility, *Multitrait Multimethod Techniques, Progressive Achievement Test, *Self Description Questionnaire

The Self Description Questionnaire (SDQ) is a multidimensional instrument designed to measure seven facets of self-concept hypothesized in Shavelson's hierarchical model. Fifth and sixth grade students completed the SDQ and several other instruments. Factor analysis of their responses clearly demonstrated the seven factors that the SDQ was designed to measure. Teachers were also asked to evaluate each student's self-concept along the same seven dimensions, and a multitrait-multimethod analysis offered support for both the convergent and divergent validity of the self-concept dimensions. Not only was there substantial student-teacher agreement on the seven dimensions, but agreement on any one dimension was relatively independent of agreement on other dimensions. The pattern of small correlations among the student self-concept dimensions was generally consistent with those observed for the teacher ratings and those predicted by the hierarchical model upon which the instrument was based. Student and teacher ratings of students' self-concept both showed similar and predictable correlations with attributions for academic achievement, sex of student and reading achievement, thus offering further support for the construct validity of the SDQ. (Author)

ED 211 582 TM 820 001

Brandt, Ronald S., Ed.
Applied Strategies for Curriculum Evaluation.
Association for Supervision and Curriculum Development, Alexandria, Va.
Report No.-ISBN-087120-108-9
Pub Date-81
Note-130p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Evaluation, Data Collection, *Evaluation Methods, *Humanities, Junior High Schools, *Middle Schools, Models, *Program Evaluation
Identifiers-Evaluation Utilization

Evaluation of a middle school humanities program is the focus of this report. It explains how to identify information needs and set priorities, how to obtain information from a variety of sources, and what to do with the data collected in terms of formulating recommendations for the school board. The variety of evaluation approaches presented are geared toward supplying alternatives for program planners. Some of the questions raised include: (1) how the findings of the evaluation plan will be presented; (2) what decisions will be made considering the data, and who makes those decisions; (3) what benefits are produced by the program; (4) what relationship exists between what was planned and what is to be implemented; and (5) whether the learning experiences of this program displaces others of higher priority. Chapters by W. James Popham, Deborah G. Bonnet, Robert E. Stake and James A Pearsol, Michael Scriven, Elliot W. Eisner, William J. Webster, Blain R. Worthen, and Henry M. Brickell are included. (Author/GK)

ED 211 583

TM 820 002

Bennett, Randy Elliot Lewis, Michael

Assessing Physicians' Knowledge of Normal and Atypical Development.

Educational Testing Service, Princeton, N.J. Inst. for the Study of Exceptional Children.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Pub Date- 79

Contract-300-77-0307

Note-23p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, Clinical Diagnosis, *Disabilities, *Handicap Identification, *Pediatrics, *Physicians, Primary Health Care, *Test Construction, *Young Children

Identifiers-*Developmental Knowledge Management Practices Scale

This paper describes the Developmental Knowledge and Management Practices Scale. It is designed for assessing the primary care physicians' knowledge of development and their management practices when faced with children exhibiting evidence of handicap. The scale may be useful for assessing the inservice training needs of primary care physicians with respect to child development and case management, and for evaluating preservice and inservice programs designed to meet those needs. The content areas of development assessed by this scale include affective, temperament, social, cognitive, language, sensory, gross motor and five motor skills. Sample items and an answer key are also included. The primary care physician is the professional with one of the best opportunities for early detection of developmental difficulty in children. Currently available evidence suggests, however, that these physicians are not referring developmentally disabled infants and young children for services as rapidly as possible. Several explanations are offered for this delay in referral. (DWH)

Bank, Adrianne Williams, Richard C.

Evaluation Design Project: Organizational Study. Annual Report 1980-1981.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-1 Dec 81
Grant-NIE-G-80-0112
Note-237p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Board of Education Policy, Case Studies, Decision Making, Educational Improvement, Elementary Secondary Education, *Instructional Development, Program Evaluation, *Research Design, *School Districts
Identifiers-*Evaluation Utilization

This report is arranged to display and explain the work of the Evaluation Design Project staff during the 1980-81 grant year. The intent of the entire project is to examine existing district policies, procedures and programs that appear to contribute to systematic use of evaluation and testing for educational improvement, and to make recommendations based on this examination for district guidance. Section I contains an explanation of the first two years of work and the intended efforts for the third. Section II presents a projected framework which emerged after the first year's study of four school districts and was refined after additional case studies in the second year. A draft of the paper Considerations in Deciding on a District Management Strategy for Linking Testing and Evaluation Practices with Instructional Change'' follows Secion II. The remaining five papers explore, from different perspectives, the categories presented in the framework section using data from the work field. The Appendix contains extended descriptions of two districts. (Author/GK)

ED 211 585 TM 820 007

Alkin, Marvin C. And Others
Evaluation Use Project. Final Report of the User Interview Survey.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Grant-NIE-G-80-0122
Note-197p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Administrators, *Decision Making, Elementary Education, *Evaluation, Interviews, *Research Utilization, School Personnel, *Surveys, *Use Studies
Identifiers-*Evaluation Utilization

The User Interview Survey was conducted by the Evaluation Use Project (EUP). The goals of the survey, which were achieved, were gathering, categorizing, and analyzing information about evaluation use among elementary school decision makers. Most survey respondents agreed instructional and curricular issues were most important. It was found that most school decision makers did not frequently rely upon evaluations when they made decisions. Needs assessment evaluations were most helpful to school staff in identifying areas requiring attention. Evaluative data were used more frequently in curricular decisions and in those involving the bilingual program. The data did not usually enter into administrative, staff development, or personnel decisions. The level of evaluation utilization increased in those decisions in which administrators participated. Refinements in the observations and data collection procedures directed toward underlying causes were suggested. The implications for future research on evaluation utilization and evaluation practice in the schools were discussed. The analyses conducted as part of this research have the potential to increase evaluation utilization at the local level. (DWH)

ED 211 586 TM 820 009

Individualized Education Program. Self-Audit.

Illinois State Board of Education, Springfield. Dept. of Planning, Research and Evaluation.; Illinois State Board of Education, Springfield. Div. of Specialized Education Services.

Pub Date-81
Note-31p.
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities, Federal Legislation, *Individualized Education Programs, Program Implementation, *School Districts, *Self Evaluation (Groups), *Special Education, State Legislation, Worksheets
Identifiers-*Education for All Handicapped Children Act, *Illinois

This self-audit package is intended for use by Illinois administrative units to determine to what extent they meet the requirements of Public Law 94-142 and the State Rules and Regulations to Govern the Administration and Operation of Special Education. Such determination can be achieved by auditing the Individualized Education Program (IEP) system as it functions within the school district or local setting. The IEP Self-Audit can be used to identify problems, highlight areas of excellence and plan improvements in IEP implementation and to demonstrate responsible and accountable management. The IEP Self-Audit consists of 37 questions regarding IEP procedures and implementation. All 37 questions address items which are required by federal/state laws. The questions are organized in a logical progression from the IEP document itself, the IEP and related documents, related documents only, and questions that are procedural in nature. Instructions are given for completing the tally work sheets and for compiling the data and computing the percentages on the Results of the IEP Self-Audit Document. Legal interpretations regarding specific self-audit questions or procedures associated with IEP implementation are presented in the final section of the document. (Author/AL)

ED 211 587 TM 820 011

Schwarzer, Ralf And Others

A Longitudinal Study of Worry and Emotionality.

Spons Agency-Volkswagen Foundation, Hanover (West Germany).
Pub Date- 82

Note-22p.; Some tables may not reproduce clearly because of faint type.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attribution Theory, Elementary Education, *Emotional Response, Foreign Countries, *Longitudinal Studies, Models, Multivariate Analysis, *Test Anxiety
Identifiers-Cross Lagged Panel Technique, Structural Equations Methods, Test Anxiety Inventory (Spielberger), West Germany, *Worry

In recent research the assessment of worry and emotionality as separate components of test anxiety has become a salient point. Because of theoretical advances in this field it seems to be necessary to include both aspects in the measures that are used to assess test anxiety. Some literature on this distinction is available, but no longitudinal study is known that investigates the structural stability of both aspects as well as time-specific effects. In this paper, the structural equations approach to the multitrait-multioccasion case is used to obtain more information on this point. In addition, the question of causal predominance arises: does worry influence emotionality during a certain time period, or vice versa? This question was explored by cross-lagged panel analysis. (Author/GK)

ED 211 588 TM 820-013

Measuring Student Achievement in Travel and Tourism. Sample Test Questions.

New York State Education Dept., Albany. Bureau of Business Education.

Pub Date-81

Note-54p.

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Tests, *Distributive Education, *Marketing, *Student Evaluation, Test Items, *Tourism, Transportation, *Travel, Vocational Aptitude

Identifiers-Hospitality Education

The sample test items included in this document are intended as a resource for teachers of Marketing and Distributive Education programs with emphasis on hospitality and recreation marketing, and tourism and travel services marketing. The related curriculum material has been published in the Travel and Tourism syllabus, an advanced-level module in the series of options for the second year of marketing and distributive education. The items represent suggestions for measuring the student's knowledge of facts and concepts and ability to translate these into simulated or actual job situations. It is suggested that selections, adjustments and additions be made for local programs. A key to appropriate responses is also provided. (Author/AL)

ED 211 589 TM 820 015

Evans, Frances B.

Nutrition Related Knowledge and Opinions of Wisconsin Sixth and Tenth Grade Students.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Department of Agriculture, Washington, D.C.
Report No.-WSDPI-Bull-2903
Pub Date-30 Nov 81
Note-81p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Attitude Measures, *Grade 6, *Grade 10, High Schools, Intermediate Grades, *Knowledge Level, *Nutrition, Nutrition Instruction, *Test Construction

The Wisconsin Nutrition Education and Training Program (NET) developed a test that would provide an adequate measure of the effect of the Wisconsin NET program on student knowledge. The teacher knowledge test was developed and used for baseline collection data. The student knowledge test was developed from the same general behavioral objectives as the teachers' test but modified to a level suitable for sixth grade students. The test was also used with a sample of tenth grade students to provide an estimate of knowledge gain and attitude changes which occur during the sixth to tenth grade period. Results indicated that although both males and females at the tenth grade scored higher than those at the sixth grade level, tenth grade females gained more over this period than did their male classmates. Tenth grade females tended to be more certain of their nutrition knowledge than males. Student opinions, as well as knowledge, were sampled. Analyses of variance were computed for test results. All statistical data on test results was noted in itemized tables. (DWH)

ED 211 590 TM 820 018

Cowden, Peter

Private Influences in the Public Governance of Education: The Case of Private Testing Firms in American Schools. Final Report.

Huron Inst., Cambridge, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Grant-NIE-G-79-9-0186
Note-63p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accountability, Achievement Tests, *Government Role, *School Districts, Standardized Tests, *Test Selection

Identifiers-Consumers, *Testing Industry, *Test Publishers

There are no formal political means of control or accountability for private testing firms to local school districts. The role of school districts as consumers of these firms was studied. A description of the method of this study was divided into three sections. These included site selection, conduct of field research, and recording and analysis of data. The kinds of test school districts bought would influence what private testing firms produced. The standards by which districts selected and purchased standardized norm-referenced educational achievement tests were examined. The marketplace, rather than formal governance arrangements for meeting local school district testing needs, was discussed. Formal government agencies at the national level were limited in the extent to which they could claim formal responsibility for developing a national test of educational achievement. Since formal authority over education is the responsibility of the state or local government, its national role would be constrained in the development or regulation of a national test. It was concluded that in the case of achievement testing, the marketplace may provide a degree of public control that formal public decision making and politics cannot. (DWH)

ED 211 591 TM 820 019

Maye, Rose And Others

A Handbook of Monitoring and Technical Assistance Aids. Program Evaluation.

Educational Testing Service, Evanston, Ill.; Illinois State Board of Education, Springfield.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jul 81
Note-72p.
Available from-Technical Assistance Center Clearinghouse, Region VII, American Institute for Research, P.O. Box 1113, Palo Alto, CA 94302.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Data Collection, Elementary Secondary Education, *Needs Assessment, *Program Evaluation, *School Districts, *Technical Assistance
Identifiers-Elementary Secondary Education Act Title I, *Program Monitoring, *Title I Evaluation and Reporting System

Designed for use in a workshop entitled, Organizing Information,'' this handbook provides a kit of materials for monitoring a Title I evaluation and for providing evaluation technical assistance. The handbook is divided into four sections. There are checklists which can be used to gather needed information to monitor programs. Facts and data for the evaluators use and distribution to school districts is included. Reference materials consist of background information on important topics. Examples of actual evaluation reports, questionnaires, and articles are illustrated. Reference materials for establishing a Title I program explain how to target schools, grade levels, and students who would be eligible for the program. An interpretation guide for evaluation results is also included in the materials. (DWH)

ED 211 592 TM 820 025

McArthur, David

Test Design Project: Studies in Test Bias. Annual Report.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-1 Nov 81
Grant-NIE-G-80-0112
Note-87p.; For related documents see TM 820 024 and TM 820 026.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Students, Elementary Education, *Ethnicity, Non English Speaking, *Research Methodology, *Statistical Analysis, *Test Bias, Test Construction, Writing Evaluation
Identifiers-Comprehensive Tests of Basic Skills

Item bias in a multiple-choice test can be detected by appropriate analyses of the persons x items scoring matrix. This permits comparison of groups of examinees tested with the same instrument. The test may be biased if it is not measuring the same thing in comparable groups, if groups are responding to different aspects of the test items, or if cultural and linguistic issues take precedence. An empirical study of the question of bias as shown by these techniques was conducted. Five related schemes for the statistical analysis of bias were applied to the Comprehensive Test of Basic Skills which was administered in either the English or Spanish language version at two levels of elementary school in bilingual education programs. The objectives measured were recall or recognition ability, ability to translate or convert verbal or symbolic concepts, ability to comprehend concepts, ability to apply techniques, and ability to extend interpretation beyond stated information. The results indicated that several items in the tests showed strong evidence of bias, corroborated by a separate analysis of linguistic and cultural sources of bias for many items. (Author/DWH)

ED 211 593 TM 820 027

Choppin, Bruce H. And Others
Test Use Project. Annual Report.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81

Grant-NIE-G-80-0112
Note-142p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Elementary Secondary Education, Grade 4, Grade 6, Grade 10, Language Arts, Mathematics Achievement, *National Surveys, Reading Achievement, *Teacher Attitudes, Testing Problems, *Test Use

One of the two major phases of the Test Use Project of the Center for the Study of Evaleution (CSE) is discussed; that is, the collection and analyses of survey data from a national sample of teachers and principals representing the targeted grades/schools. Some historical background influencing that phase of the project is provided. The findings emanating from CSE's 1978 small-scale study of testing which in some ways was the primary inception for the study are described. The findings of fieldwork preceding the national survey are discussed and principal findings of the survey are presented. The survey included questions about the teacher's professional background, classroom characteristics, use of resources, district assistance, district training and college courses, district uses of assessment information, district reporting of test results, teacher attitude toward tests and test-related issues, and teacher uses of assessment results. (Author/GK)

ED 211 594 TM 820 029

Gustafsson, Jan-Eric

An Introduction to Rasch's Measurement Model.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; National Swedish Board of Education, Stockholm.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Report No.-ERIC-TM-79

Pub Date-80

Note-47p.; Paper presented at the Nordic Researchers' Course ``Rasch models in the social and behavioral sciences'' (September 29-October 6, 1980).

Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($5.50).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability, Academic Achievement, *Difficulty Level, *Latent Trait Theory, Mathematical Models, *Measurement Techniques, *Test Items

Identifiers-*Rasch Model

Some basic concepts of the one-parameter logistic latent-trait model, or the Rasch model, are presented. This model assumes that the probability of a correct answer to an item is a function of two parameters, one representing the difficulty of the item and one representing the ability of the subject. The purpose of this paper is to explain a mathematical-statistical solution to the problem of separating the factor of item difficulty from person ability. Rasch's ``theory of specific objectivity'' is basically a theory of unidimensionality. It states that only one dimension should be measured at a time and all items should be homogeneous, or measure the same ability. Local stochastic independence is assumed. The Rasch model is compared to other test-theoretic models including classical test-theory and other item-response models. In relation to a concrete example, it is demonstrated how the parameters in the model can be estimated and how the assumptions of the model can be tested. Possible areas of application of the Rasch model are discussed. (Author/DWH)

ED 211 595 TM 820 031

Bejar, Isaac I. Wingersky, Marilyn S.

An Application of Item Response Theory to Equating the Test of Standard Written English.

Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, New York, N.Y.
Report No.-CBR-81-8; ETS-RR-81-35
Pub Date-81
Note-34p.
Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($4.00).
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Entrance Examinations, *Equated Scores, Goodness of Fit, Higher Education, *Latent Trait Theory, Mathematical Models, *Testing Problems
Identifiers-Item Calibration, *Test of Standard Written English, *Three Parameter Model

The study reports a feasibility study for using Item Response Theory (IRT) as a means of equating the Test of Standard Written English (TSWE). The study focused on the possibility of pre-equating, that is, deriving the equating transformation prior to the final administration of the test. The three-parameter logistic model was postulated as the response model and its fit assessed at the item, subscore, and total score level. Minor problems were found at each of these levels but, on the whole, the three-parameter model was found to portray the data well. The adequacy of the equating provided by IRT procedures was investigated in two TSWE forms. It was concluded that pre-equating does not appear to present problems beyond those inherent to IRT-equating. (Author)

ED 211 596 TM 820 032

McCaulley, Mary H.

Application of the Myers-Briggs Type Indicator to Medicine and Other Health Professions. Monograph I. Final Report.

American Medical Students Association Foundation, Inc., Gainesville, Fla. Center for Applications of Psychological Type.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Report No.-ISBN-0-935652-03-5
Pub Date-Jul 81
Contract-HRA-231-76-0051
Note-629p.; For related document see TM 820 033.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, Health Occupations, *Health Personnel, Higher Education, *Personality Theories, *Personality Traits, *Psychological Characteristics, Secondary Education, Test Interpretation
Identifiers-*Jung (Carl G), *Myers Briggs Type Indicator

This monograph is an overview and state of the art paper for the use of the Myers-Briggs Type Indicator in the health professions. The Myers-Briggs Type Indicator is a questionnaire which makes it possible to test and put to practical use that part of the personality theory of C.G. Jung which is concerned with psychological type. Nine areas of interest in studying type differences in careers are listed. The sections of this monograph cover the following areas: types of students interested in health professions; type differences in educating and training people to enter the health care delivery system at all levels; and type differences in specialists in the health professions. (Author/GK)

McCaulley, Mary H.
The Myers Longitudinal Medical Study. Monograph II. Final Report.
American Medical Student Association Foundation, Inc., Gainesville, Fla. Center for Applications of Psychological Type.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.
Report No.-ISBN-0-935652-04-3
Pub Date-Aug 77
Contract-HRA-231-76-0051
Note-305p.; Prepared as part of the Final Report: Application of the Myers-Briggs Type Indicator to Medicine and Other Health Professions. Small print throughout. See TM 820 032 for related document.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Academic Aptitude, Career Choice, Higher Education, *Longitudinal Studies, *Medical Students, Medicine, *Personality Theories, *Personality Traits, *Psychological Characteristics
Identifiers-*Jung (Carl G), *Myers Briggs Type Indicator

The Myers Longitudinal Medical Study is a five-stage investigation of the application of C.G. Jung's theory of psychological types to the understanding of medical student selection, achievement, and choices of specialty, professional employment and location of practice. Part I of this report describes the design and variables of the study, the participating schools, and concludes with the original report on the study presented at the 1964 annual meeting of the American Psychological Association. Part II is a comparative study of the selection, aptitude and achievement of medical students. Part III is concerned with type differences, as measured by the Myers-Briggs Type Indicator, in specialty choice type and manner of practice, certification by specialty boards, membership in specialty societies, geographical location, and size of community. A summary and implications of the findings are found in Part IV. (Author/GK)

ED 211 598 TM 820 037

Samejima, Fumiko

Estimation of the Operating Characteristics When the Test Information of the Old Test Is Not Constant II: Simple Sum Procedure of the Conditional P.D.F. Approach/Normal Approach Method Using Three Subtests of the Old Test. No. 2.

Tennessee Univ., Knoxville. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-ONR-RR-81-2

Pub Date-Jul 81

Contract-N00014-77-C-0360

Note-137p.; Small print in Tables A-1 and A-2. For related documents see TM 820 038 and ED 198 181.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Ability, Computer Assisted Testing, Estimation (Mathematics), Latent Trait Theory, *Mathematical Models, *Maximum Likelihood Statistics, Multiple Choice Tests, Test Items

Identifiers-*Operating Characteristics Estimation, Response Patterns

This is a continuation of a previous study in which a new method of estimating the operating characteristics of discrete item responses based upon an Old Test, which has a non-constant test information function, was tested upon each of two subtests of the original Old Test, Subtests 1 and 2. The results turned out to be quite successful. In the present study, Subtest 3, which contains as small a number of test items as fifteen, was used as the Old Test. Unlike the previous study, there is an additional challenge of handling negative and positive infinities of the maximum likelihood estimate obtained upon Subtest 3. (Author/GK)

ED 211 599 TM 820 046

Campeau, Peggie L. And Others

Rapid Feedback Evaluation of the Women's Educational Equity Act Program. Final Technical Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Department of Education, Washington, D.C. Organizational Performance Service.

Report No.-AIR-85601-12/81-FR

Pub Date-Dec 81

Contract-300-80-0600

Note-144p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Equal Education, *Feedback, Females, Feminism, *Objectives, *Program Evaluation, Sex Bias, Sex Discrimination, *Womens Education

Identifiers-*Womens Educational Equity Act

As the second phase of a two phase assessment, this report presents the results of a rapid feedback evaluation of the extent to which the Women's Educational Equity Act Program (WEEAP) is making progress toward its objectives. Two different kinds of management-oriented information gathering activities were involved: evaluability assessment'' (Phase I) and rapid feedback evaluation'' (Phase II) to provide immediate information on program performance. The premise for the study was that it was inappropriate and unsound to attempt a formal program evaluation until an evaluability assessment had shown WEEAP was capable of functioning as intended and a rapid feedback evaluation, using readily available information, showed positive results. Chapter I summarizes the Phase I evaluability assessment and discusses the purpose, scope, and general approach of the rapid feedback evaluation. Chapters II through VI present the results of the five separate assessment activities that comprised the rapid feedback evaluation. Chapter VII integrates these findings and recommends action steps that can be taken to improve program management and operation. (Author)

ED 211 600 TM 820 050

Baker, Eva L.

Achievement Tests: What They Are and What They Are For. Studies in Measurement and Methodology, Work Unit I: Design and Use of Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-OB-NIE-G-78-0213
Note-34p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, *Achievement Tests, Criterion Referenced Tests, Elementary Secondary Education, Public Education, Student Placement, Test Bias, *Testing, Test Reliability, *Test Use, Test Validity

This booklet is planned to help teachers, parents, students, and community members to understand concepts and research relating to testing in public schools. Three general uses public access, accountability, and standards relate to testing in its broadest conception. The major purposes of tests are discussed, as are some different types of tests, the criterion-referenced test, features of tests such as validity, standards, reliability, and bias, and the usefulness of tests. Four principles are illustrated which, if employed as a basis for the review of a testing process, could result in significant changes in the way people think about tests and believe in their usefulness. These principles state that tests should be public, economical, related to instruction, and should offer significant experiences to students. (Author/GK)

ED 211 601 TM 820 051

Polin, Linda Baker, Eva L.
Qualitative Analysis of Test Item Attributes for Domain Referenced Content Validity Judgments. Studies in Measurement and Methodology, Work Unit 1: Design and Use of Tests.
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-OB-NIE-G-78-0213
Note-86p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Achievement Tests, *Criterion Referenced Tests, Elementary Secondary Education, Evaluation Methods, Item Analysis, *Test Construction, *Test Items, *Test Validity
Identifiers-*Domain Specifications, Inter Rater Reliability, *Item Review Scale, Qualitative Analysis, Test Curriculum Overlap

This paper presents the interim results of a set of studies undertaken to develop a much needed methodology for establishing content validity in domain-referenced achievement tests. The study results are presented in the context of the larger issue of the improvement of test design. School teachers, administrators and graduate students were trained in using the Item Review Scale (IRS), and then served as item raters. The IRS provides structure for judgments of congruence between items and domain specifications. Raters were given a domain specification (elementary level geology) and eight related items to be rated for validity in terms of match. The items were systematically flawed along one or more of the dimensions of the IRS. Results demonstrated high inter-rater reliability on each dimension and the instrument as a whole. (Author/GK)

ED 211 602 TM 820 058

Marston, Doug And Others

An Analysis of Learning Trends in Simple Measure of Reading, Spelling, and Written Expression: A Longitudinal Study.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Report No.-IRLD-RR-49

Pub Date-Jan 81

Contract-300-80-0622

Note-36p.

Available from-Editor, IRLD, 350 Elliot Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Elementary Education, Measures (Individuals), *Reading Achievement, *Spelling, Student Evaluation, *Trend Analysis, *Writing (Composition)

Identifiers-*Academic Growth Measurement

The performance of elementary students was measured at three different times during the school year, and examined across grades using measures of reading, spelling, and written expression. The measures were found to be sensitive to growth across grade levels, and similar within-grade trends were demonstrated, particularly in reading and spelling. The measures appear to be most sensitive to growth at grade levels one through four. Less consistent growth was observed at grades five and six. (Author/GK)

ED 211 603 TM 820 059

Fuchs, Lynn S. Deno, Stanley L.

A Comparison of Reading Placements Based on Teacher Judgment, Standardized Testing, and Curriculum-Based Assessment.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Report No.-IRLD-RR-56

Pub Date-Aug 81

Contract-300-80-0622

Note-36p.

Available from-Editor, IRLD, 350 Elliot Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comparative Analysis, Elementary Education, *Evaluation Methods, *Grouping (Instructional Purposes), *Reading Ability, Reading Instruction, Reading Materials, Standardized Tests, *Student Placement

Identifiers-Ginn Reading 720 Series, Woodcock Reading Mastery Test

Reading placements based on teacher judgment, standardized testing, and curriculum-based assessment were compared for 91 elementary students. Results indicated that although correlations among the three placement approaches were high, the congruency of scores from the three approaches was not, ranging from 48% to 69%. The most dramatic evidence of this in the present study was the fact that teacher placements of the fifth grade students was higher than that of fourth grade students even though both the curriculum-based measures and the standardized tests revealed that fourth grade students were functioning higher. Curriculum-based measures agreed best with the other measures. Implications for reading placement decisions are discussed. (Author/GK)

ED 211 604 TM 820 060

Christenson, Sandra And Others

Current Research on Psychoeducational Assessment and Decision Making: Implications for Training and Practice.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-IRLD-Mono-16
Pub Date-Sep 81
Contract-300-80-0622
Note-76p.; Based on a presentation at the Annual Meeting of the National Association of School Psychologists (Houston, TX, 1981).
Available from-Editor, IRLD, 350 Elliot Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00).
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Decision Making, Elementary Secondary Education, *Handicap Identification, *Learning Disabilities, *Psychological Evaluation, *Psychometrics, *Research Methodology, School Psychologists, Student Placement

The data reported here represent the major findings of a number of Institute for Research on Learning Disabilities (IRLD) research studies. The relevant research reports are listed in Appendix A. A summary of the findings is provided in Appendix B. These findings are summarized in two general areas: (a) information on contemporary assessment practices gathered from individual assessors, decision makers, or students; and (b) information gathered on the team decision-making process. The implications of the findings for school psychology are discussed, and reactions to the findings and implications are provided by a practicing school psychologist (Betty Yanowitz) and by an administrator at the state department level (John Taylor). (Author/GK)

ED 211 605 TM 820 061

Tindal, Gerald Deno, Stanley L.
Daily Measurement of Reading: Effects of Varying the Size of the Item Pool.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-IRLD-RR-55
Pub Date-Jul 81
Contract-300-80-0622
Note-27p.
Available from-Editor, IRLD, 350 Elliot Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, Evaluation Methods, *Informal Reading Inventories, *Item Banks, *Reading Achievement, Reading Instruction, Reading Tests, Special Education, *Test Construction, *Test Items

Identifiers-*Test Curriculum Overlap

Evidence exists that reading achievement can be measured simply and validly by having students read aloud for one minute from vocabulary lists drawn from their basal reading series. Direct and frequent measurement of student performance using this procedure provides a means for continuously evaluating a student's instructional program. The present study investigated the effects of varying the size of the population of words from which test items for daily testing were sampled. Results indicated that grade-level lists were more sensitive to changes in performance and that across-grade lists produced less variability in performance. The size of the word population did not seem to influence the ability of judges to perform visual analyses of instructional effects. The implications of the findings for measurement and teaching are discussed. (Author)

ED 211 606 TM 820 062

Fuchs, Lynn And Others

Effects of Varying Item Domain and Sample Duration on Technical Characteristics of Daily Measures in Reading.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-IRLD-RR-48
Pub Date-Jan 81
Contract-300-80-0622
Note-44p.
Available from-Editor, IRLD, 350 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, MN 55455 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Item Banks, Learning Disabilities, *Reading Ability, Reading Tests, *Sampling, Test Items, *Test Reliability, *Word Recognition
Identifiers-*Sample Size, Test Curriculum Overlap

Three related studies were conducted to examine the effects of variations in procedures used for curriculum-based assessment of reading proficiency: the first addressed the question of the influence of sample duration on the concurrent validity of the measure; the second addressed the question of the influence of sample duration on the level, slope, and variability of performance over repeated measurements; and the third examined the effect that varying the size of the pool from which items are drawn has on slope and variability of performance on the measure. Results of the studies provided evidence that sample duration is an important consideration in curriculum-based measurement because of its probable impact on variability and slope. Increasing sample duration from 30 seconds to a three minute sample reduced day-to-day variability in performance and resulted in a more rapid increase in student performance. The results with respect to sampling from domains of differing sizes indicated that measurement samples drawn from smaller domains are more sensitive to variations in instruction, but somewhat more variable. The optimum daily measurement procedure would seem to involve sampling from a pool of stimulus items well beyond that defined by the short-term objectives, but not in excess of an annual goal. (Author/GK)

ED 211 607 TM 820 063

Smith, Jeffrey K. And Others

The Evaluation of College Remedial Programs.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-ERIC-TM-80

Pub Date-Nov 81

Contract-44-78-0003

Note-107p.

Available from-ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($8.50).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Attitude Measures, *Basic Skills, Data Analysis, Data Collection, *Evaluation Methods, Higher Education, Program Descriptions, *Program Effectiveness, *Program Evaluation, *Remedial Programs, Research Design, Student Placement

The original impetus for this monograph was a grant from the New Jersey Basic Skills Council of the New Jersey Department of Higher Education to evaluate two college basic skills remedial programs (one in a four-year state college, one in a two-year community college) and to produce a handbook for conducting such evaluations. This monograph is directed at a general audience. This is not a text on conducting program evaluation; it is a list of evaluative activities. If combined with a text on evaluation which covered basic philosophical, theoretical, and design issues, this monograph would provide the specifics'' for translating generalities into the tasks which face the college basic skills program administrator who must actually conduct an evaluation. Examples used in the manuscript come from experiences in New Jersey and therefore do not provide a broad spectrum of studies geographically. At the end of this monograph is an annotated list of 32 studies conducted in colleges around the country. (Author/GK)

ED 211 608

TM 820 066

Epps, Susan And Others

Inter-Judge Agreement in Classifying Students as Learning Disabled.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-IRLD-RR-51
Pub Date-Feb 81
Contract-300-80-0622
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Diagnosis, *Handicap Identification, Intermediate Grades, *Judges, *Labeling (of Persons), *Learning Disabilities, Learning Problems, Special Education, *Student Evaluation
Identifiers-*Inter Rater Reliability

Eighteen judges with backgrounds in assessment, decision making, and learning disabilities were asked to use an array of information to differentiate learning disabled (LD) and non-learning disabled students. Each judge was provided with forms containing information on 42 test or subtest scores of 50 school-identified LD students and 49 non-LD students. Judges were extremely inaccurate in their classifications and in little agreement with each other. Also, it appeared that different judges emphasized different factors when making their decisions. The results suggest that, give current definitions of the condition called learning disabilities,'' there is little basis for the hope that school personnel are going to be able accurately to identify such students. (Author/CE)

ED 211 609 TM 820 097

Haebara, Tomokazu

Least Squares Method for Equating Logistic Ability Scales: A General Approach and Evaluation. Iowa Testing Programs Occasional Papers, Number 30.

Iowa Univ., Iowa City.
Pub Date-Dec 81
Note-116p.; Ph.D. Dissertation, University of Iowa.
Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Ability, *Equated Scores, *Latent Trait Theory, *Least Squares Statistics, Mathematical Models, *Scaling, Test Construction, Test Items
Identifiers-Computer Simulation

When several ability scales in item response models are separately derived from different test forms administered to different samples of examinees, these scales must be equated to a common scale because their units and origins are arbitrarily determined and generally different from scale to scale. A general method for equating logistic ability scales was developed that uses a least squares method with weights reflecting the relative importance of correct equating at the various values on the ability continuum. The method is characterized by explicit definition of the equating error on the probability scale, minimization of the overall error, and coherence of the equating in all directions. It is applicable when the test forms are linked by common items, and various linkage patterns can be used. When there are more than m - 1 links among m test forms, a restricted solution is provided to insure an internally consistent system of equatings. Results of the application of the method to many computer-generated data sets indicated that the accuracy of the obtained estimates of the equating constants was generally satisfactory and that the number of common items in the linked pairs of test forms was the most important factor in determining the accuracy of estimation. (Author/GK)

ED 211 610 TM 820 102

Campbell, David, Ed. And Others

A Disseminator's Guide for Evaluating Impact.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 81
Contract-400-80-0105
Note-70p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Improvement, *Evaluation Criteria, Evaluation Methods, *Information Dissemination, Linking Agents, *Program Design, *Program Implementation
Identifiers-*Impact Evaluation Model

Assisting disseminators to evaluate their efforts at improving education through effective practices and products is the aim of this guide. Offering suggested approaches within a framework, it attempts to work with objectives already defined, rather than helping with writing objectives. Given in five parts: (1) introduction and overview; (2) definitions regarding dissemination; (3) framework for determining impact and evaluative questions; (4) application through a fictional situation and (5) summary, the guide is strictly an objective-based effort, based on the assumption that existing written objectives are valid. The actual dissemination is the process by which research and development information materials, projects, methods is moved from where it originates to the potential user. The evaluation design must assess the impact by its positive or negative extent. Cost limitations are always a major concern, but within any given parameters, the treatment and methodology can be assessed. The Dissemination Analysis Group (DAG) has classified the spread, exchange, choice and implementation (through telling, showing, helping, training, involving and interviewing) of the research and development materials with focus on the difficulties that some categories denote action by disseminator, while others indicate action by the practitioner. (CE)

ED 211 611 UD 021 585

Unaccompanied Refugee Minors: Policies and Programs.
Citizens' Committee for Children of New York, N.Y.
Spons Agency-Field Foundation, New York, N.Y.
Pub Date-Apr 81
Note-49p.
Available from-Citizens' Committee for Children of New York, Inc., 105 East 22 Street, 7th Floor, New York, NY 10010 (write for price).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acculturation, Children, *Cubans, Cultural Traits, Ethnicity, Federal State Relationship, Government Role, *Haitians, *Indochinese, Land Settlement, Legal Responsibility, Program Development, Public Agencies, *Public Policy, *Refugees
Identifiers-New York, *Refugee Act 1980, *Unaccompanied Minors

This report examines the various policies that affect the rights of unaccompanied refugee children as defined by the Refugee Act of 1980. Included is a discussion of the appropriate interrelationship between the Federal, State and local governments and voluntary agencies in the establishment and funding of refugee programs; and the appropriate response of the Federal government to unaccompanied children. These children are said to have the following rights: (1) preservation of ethnic identity; (2) access to family reunification; and (3) access to programs developed with the participation of the Federal government, voluntary agencies and the State and local governments. Also reported are the responsibilities and guidelines for programs administered by the Office of Refugee Resettlement, the adjustment problems of Indochinese and Cuban, and Haitian refugee children, and recommendations for general program guidelines and for foster care programs for unaccompanied minors. (JCD)

ED 211 612

UD 021 621

U.S. Immigration Policy and the National Interest. The Final Report and Recommendations of the Select Commission on Immigration and Refugee Policy with Supplemental Views by Commissioners.

Congress of the U.S., Washington, D.C. Select Commission on Immigration and Refugee Policy.

Pub Date-1 Mar 81

Note-471p.; Submitted to the Congress and the President of the United States Pursuant to Public Law 95-412. For a related document, see UD 021 622.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Civil Liberties, Eligibility, *Government Role, *Illegal Immigrants, *Immigrants, International Relations, Land Settlement, Law Enforcement, Legal Aid, Legal Problems, *Public Policy, *Refugees

Identifiers-*Immigration and Nationality Act 1965, *Immigration Impact, Immigration Law, Naturalization Programs

This final report (March, 1981) of the Select Commission on Immigration and Refugee Policy reviews the provisions and effects of the Immigration and Nationality Act and makes recommendations related to the following areas of study: international issues, undocumented/illegal aliens, the admission of immigrants, phasing in new programs, refugee and mass asylum issues, nonimmigrant aliens, administrative and organizational issues, legal issues, language requirement for naturalization, and treatment of United States territories under U.S. Immigration and Nationality Laws. Appendices include information on recommendations and votes of the Committee, supplementary statements by commissioners, actions required on recommendations, evolution of key provisions relating to immigration, the role of the Federal government on immigration and refugee policy, the United States refugee program, research contracts and papers prepared for the Select Commission, Select Commission briefing and background papers, dates and sites of regional hearings held by the Select Commission, and Select Commission consultations and participants. Fourteen tables supplement demographic data available on immigrants and refugees. (JCD)

ED 211 613 UD 021 622

U.S. Immigration Policy and the National Interest. Staff Report of the Select Commission on Immigration and Refugee Policy (And Nine Appendix Volumes).

Congress of the U.S., Washington, D.C. Select Commission on Immigration and Refugee Policy.

Pub Date-30 Apr 81

Note-988p.; Supplement to the Final Report and Recommendations of the Select Commission on Immigration and Refugee Policy. Some tables may be marginally legible due to reproduction quality of original document. For a related document, see UD 021 621.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF07/PC40 Plus Postage.

Descriptors-Civil Liberties, Cultural Interrelationships, Eligibility, Employment Patterns, Employment Practices, *Government Role, *Illegal Immigrants, *Immigrants, *Public Policy, *Refugees, Socioeconomic Background, United States History

Identifiers-Immigration and Nationality Act 1965, *Immigration Impact, *Immigration Law, Naturalization Programs

This report is intended as a supplement to the final report (March, 1981) on the Select Commission on Immigration and Refugee Policy. Part one covers first principles of immigration reform with chapters on international cooperation, law enforcement policies and procedures, the characteristics and evolution of an open society, and the national interest as it pertains to leadership in world affairs, the enhancement of American cultural and language resources, and the growth of the economy. The impact of legal immigration is examined in part two with respect to the demographic, occupational, and sociocultural characteristics of the immigrants as well as the economic effects of immigration on the United States. Also discussed are the origins, operations, and future goals of the current immigration system with emphasis on admission criteria, exclusionary principles and the development of equitable standards of employment. Part three covers illegal immigration. Chapters are on the history of illegal migration, recommendations for stricter law enforcement (including employer sanctions), suggested procedures for dealing with undocumented immigrants residing in the United States (e.g., legalization), the issues surrounding the institution of a temporary worker program, and the past history and current law governing grounds for immigration exclusion. An extensive, selected bibliography is appended. (JCD)

ED 211 614 UD 021 713

McCardle, Peggy

Vernacular Black English and Underlying Phonological Form: Evidence from Child Spelling.

Pub Date-Dec 80

Note-31p.; Paper prepared for the Annual Meeting of the Linguistic Society of America (San Antonio, Texas, December, 1980). For related document, see ED 200 706.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Associative Learning, *Black Dialects, *Child Language, Elementary Education, Elementary School Students, *Error Analysis (Language), *Phoneme Grapheme Correspondence, Preschool Children, Preschool Education, Regional Dialects, *Spelling, Visual Measures

This report discusses the results of a study of children's spelling errors to determine whether vernacular black English (VBE) speakers and standard English speakers (SE) infer different underlying phonological representations according to their respective dialects. Subjects included two groups of beginning second graders from schools in two contrasting cities. Spelling results were scored both by VBE homophonous pairs and by individual words. The study found that blacks spelled significantly more of the VBE homophonous word pairs identically than did whites. Word pairs were categorized as identical, similar, or different. Spellings of individual words were analyzed according to the following categories: (1) correct and phonetic; (2) dialectal; (3) hypercorrect/intrusive; (4) consonant; and (5) uninterpretable. The study is said to support the hypothesis that children who speak different dialects have different underlying phonological forms. (ML)

ED 211 615 UD 021 738

A Final Report of the 1979-1980 Independent Evaluation of the Chicago Indian Education Program (Little Big Horn School and O-Wai-Ya-Wa School). Specially Funded Projects.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.; Coffey (Daniel J.) Associates, Chicago, Ill.
Pub Date-30 Jun 80
Note-79p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, *American Indians, *Attendance Patterns, Attitude Measures, Compensatory Education, *Enrollment, Graphs, High Schools, Interviews, *Multicultural Education, Program Evaluation, Self Esteem, Student Evaluation, Tables (Data)
Identifiers-*Chicago Public Schools IL

This final report examines an independent evaluation study of the Little Big Horn and O-Wai-Ya-Wa schools conducted by the Chicago, Illinois Indian Education Program during the 1978-79 school year. The report describes the content of each program, and information regarding freshman through senior grade level attendance and enrollment patterns is presented in graphic and tabular form. Vocabulary, reading and mathematics achievement test scores for each grade level, and group score changes and gain scores are also presented. A summary of answers to interview questions about program effectiveness, accomplishments, and future plans, which were answered by parents, community persons, teachers, and administrators, is included in the sections which measure degree of success. Each program is evaluated in separate concluding sections which summarize program difficulties and recommend measures for program improvement. (JCD)

ED 211 616

UD 021 740

Second Year Evaluation of the Title IVc OMAT Program.
Chicago Board of Education, Ill. Dept. of Research and Evaluation.
Pub Date-Jul 78
Note-57p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Attitude Change, Attitude Measures, Compensatory Education, *Dropout Programs, *Dropout Rate, *High Risk Students, High Schools, Measures (Individuals), Program Evaluation, *Reading Achievement, *Self Esteem, Student Attitudes, Teacher Response
Identifiers-*Chicago Public Schools IL, Elementary Secondary Education Act Title IV

The One Major at a Time (OMAT) dropout program implemented for ninth and tenth graders by the Chicago, Illinois public schools is examined in this second year study. A description of the program includes information on its purpose, organization, instructional methods, student population, and objectives. Data on findings compare OMAT students with a control group of other high risk students in each of the program objective areas: (1) dropout rate, unexcused absences, and discipline referrals; and (2) grade-point averages in major subjects and reading achievement. Also included are summaries of student and teacher evaluations of OMAT. Recommendations for program improvement are given in the areas of inservice program needs, utilization of the reading laboratory, grading practices of OMAT, methods of measuring student attitudes, and selection of control groups. The report concludes that definite progress was made in several areas and cites higher reading achievement and student self-esteem, and lower dropout rates among OMAT students. Appended to this report are samples of the Self-Esteem Inventory test, survey of School Attitudes test, and My Views of the OMAT program test administered to students as well as a teacher perception questionnaire completed by faculty. (ML)

ED 211 617 UD 021 787

The Toledo Catalog: Assessment of Students and School Administration, Volume 2. Draft.

Toledo Public Schools, Ohio.; Western Michigan Univ., Kalamazoo. Evaluation Center.

Spons Agency-Anderson Foundation, Maumee, Ohio.; Needmor Fund, Toledo, Ohio.; Ohio State Dept. of Education, Columbus.

Pub Date-Jun 80

Note-174p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Curriculum Evaluation, Educational Administration, *Evaluation Criteria, Evaluation Methods, *Facility Requirements, *Finance Reform, Needs Assessment, *Personnel Evaluation, School Community Relationship, *School Policy

This volume of a catalog developed by the Toledo, Ohio, Public School System under the Model for Quality Education Project was designed as a resource for needs assessment and evaluation of school programs and procedures. Part one presents an overview of major school administrative areas, including staff personnel, curriculum and instruction, business and finance, pupil personnel, facilities, school community relations and policy. Part two addresses the key evaluation concerns and procedures for review or revision of each administrative area, and includes a list of references providing additional evaluation criteria and measures. Part three is an alphabetical index to issues covered in the catalog. (JCD)

ED 211 618 UD 021 788

Toledo Public Schools: School Utilization Study, 1980-81 School Year. 2nd Year Study. Junior and Senior High School Buildings.

Toledo Public Schools, Ohio.
Pub Date-May 81
Note-70p.; For related documents, see UD 021 789-790.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Compliance (Legal), *Educational Facilities, Educational Quality, Enrollment, Environmental Standards, Evaluation Criteria, Facility Case Studies, *Facility Improvement, Facility Utilization Research, Operating Expenses, Secondary Education, *Secondary Schools, Tables (Data)
Identifiers-Toledo Public Schools OH

This facilities utilization study resulted in the ranking of Toledo, Ohio, public secondary schools during the 1980-81 school year in eight areas: educational adequacy, operating costs, current and projected enrollment, alternate use, modernization potential, environment, building capacity, and traffic and safety. Individual weighting factors within each category are analyzed, and information is presented in the form of graphs, tables and charts. (JCD)

ED 211 619 UD 021 789

McNeill, Ray And Others

Toledo Public Schools: Building Utilization Study, 1979-1980 School Year. Junior and Senior High School Buildings.

Toledo Public Schools, Ohio.

Pub Date-25 Mar 80

Note-64p.; For related documents, see UD 021 788-790.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Compliance (Legal), Educational Environment, *Educational Facilities, Enrollment, Environmental Standards, Evaluation Criteria, *Facility Improvement, Facility Utilization Research, Operating Expenses, School Demography, Secondary Education, *Secondary Schools

Identifiers-*Toledo Public Schools OH

The 1979-80 results of a building utilization study of Toledo, Ohio, junior and senior high schools are presented in this report. The schools were ranked in eight general areas: educational adequacy, operating costs, current and projected enrollment, environment, alternate use, modernization potential, capacity, and traffic and safety. Space, sanitation, utility and special services facilities were assessed to determine each school's compliance with accepted standards for educational adequacy; school ratings for modernization potential considered such factors as the age, condition and usage of the structure, aesthetics, renovation complexity, code compliance, and access for handicapped. Information is recorded in the form of tables, charts and graphs. (JCD)

ED 211 620 UD 021 790

McNeill, Ray And Others

Toledo Public Schools: Building Utilization Study, 1979-1980 School Year. Elementary School Buildings.

Toledo Public Schools, Ohio.

Pub Date-25 Mar 80

Note-84p.; For related documents, see UD 021 788-789.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Compliance (Legal), Educational Environment, *Educational Facilities, Educational Quality, Elementary Education, *Elementary Schools, Enrollment, Environmental Standards, Evaluation Criteria, Facility Case Studies, *Facility Improvement, Facility Utilization Research, Operating Expenses, School Demography, Tables (Data)

Identifiers-*Toledo Public Schools OH

The 1979-80 results of a building utilization study of Toledo, Ohio, public elementary schools are presented in this report. An evaluation instrument created for the study provided a means of ranking the schools in each of eight general areas: educational adequacy, operating costs, current and projected enrollment, environment, alternate use, modernization potential, capacity, and traffic and safety. Space, sanitation, utility and special services facilities were assessed to determine each school's compliance with accepted standards for educational adequacy. School ratings for modernization potential considered such factors as the age, condition and usage of the structure, aesthetics, renovation complexity, code compliance and access for handicapped. Information is recorded in the form of tables, graphs and charts. (JCD)

ED 211 621 UD 021 822

Lee, D. John

Counseling Across Cultures: A Critique. Asian Pacific American Education Occasional Papers.

National Association for Asian and Pacific American Education, Berkeley, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jul 81
Grant-NIE-G-79-0063
Note-16p.; Not available in paper copy due to author's restriction. For a related document, see ED 186 828.
Available from-National Association for Asian and Pacific American Education, 1414 Walnut Street, #9, Berkeley, CA 94709 (write for price).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Counseling Effectiveness, *Counseling Techniques, *Counseling Theories, *Cross Cultural Training, *Cultural Context, *Cultural Differences, Cultural Influences, *Ethnic Groups, Ethnocentrism

This paper evaluates the effectiveness of cross-cultural counseling and advocates a culture-using'' counseling perspective as an alternative to the etic-emic'' approach. The author argues that, currently, counseling is taken as the given''; culture is treated as a variable in counseling effectiveness; and counseling is never evaluated as a cultural phenomena in itself. The culture-using perspective assumes that: (1) counseling is Western society's form of the helping relationship; (2) qualitative differences in the human experience are most likely represented by culture; and (3) the culture that wishes to adopt the counseling framework is aware of and can articulate its own unique cultural experience. (JCD)

ED 211 622 UD 021 839

Schau, Candace Garrett Busch, Judith W.

Sex-Role Stereotypes and Behaviors in Young Children: Inservice Teacher Training.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-64p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences, *Cognitive Development, *Cultural Differences, Early Childhood Education, Hispanic Americans, *Sex Differences, *Sex Role, *Sex Stereotypes, *Social Differences, Spanish Speaking, Whites, Young Children

This report examines the results of a study designed to compare various aspects of sex role development among upper middle, middle, and lower class white and Spanish language heritage children in three different preschool daycare centers. The 168 children studied ranged in age from 30 months to six-and-a-half years. Measuring instruments were devised to assess children's knowledge of gender, and to quantify their attitudes and behaviors toward masculine, feminine, and neutral toys. Classification and sorting skills, sex-typed toy behavior and verbal sex-typing of toys, occupations and peers were evaluated on the basis of children's performance during videotaped interviews. Although the results indicated general agreement between the two sexes, the two ethnic groups, and across ages about verbal and behavioral sex-typing, ethnicity was found to be a significant factor in measures of gender knowledge and classification skills. A list of references, description of instruments, sample interviews, and children's line drawings are appended. (JCD)

ED 211 623 UD 021 864

Southern Growth Policies Board Task Force on Southern Cities. Final Report.
Southern Growth Policies Board, Research Triangle Park, N.C.
Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Pub Date-81
Grant-DHUD-H-4237RG
Note-75p.; Not available in paper copy due to institution's restriction.
Available from-Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 (write for price).
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developmental Programs, Economic Change, *Economic Development, Employment Patterns, Financial Policy, Municipalities, *Public Policy, *State Programs, Tables (Data), *Urban Demography, *Urban Improvement
Identifiers-*United States (South)

This final report on southern American cities cites as its major recommendation the need for each southern State to have articulated urban policy. Findings are summarized in the areas of State urban policies, intergovernmental relationships, economic development policy, planning and growth policy, annexation policy, and energy policy. Background research covers the impact of annexation, and fiscal conditions and economic trends in southern cities. Recommendations for policy planning and implementation are made; a checklist of possible strategies for State intervention in urban economies is presented; and examples of improvement projects in southern cities are given. Eighteen tables and eight figures supplement this report with relevant statistical data. (JCD)

ED 211 624 UD 021 865

Schofield, Janet Ward Francis, William D.

An Observational Study of Peer Interaction in Racially-Mixed Accelerated'' Classrooms.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-81
Grant-1R01-MH-602-01; NIE-G-78-0126
Note-40p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, 1981).
Available from-Janet Ward Schofield, Department of Psychology, University of Pittsburgh, Pittsburgh, PA 15260 (write for price).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Students, Females, Grade 8, Interaction, *Interaction Process Analysis, Junior High Schools, Males, *Peer Relationship, *Racial Relations, School Desegregation, *Sex Differences, Social Behavior, *White Students

This study examined peer interaction in four racially mixed eighth grade classrooms. Observational data were gathered on the interactions of 69 white children and 32 black children during the course of one semester. The study found considerably more cross-race peer interaction than have previous studies conducted in non-academic settings in interracial schools. Nonetheless, children interacted significantly more with peers of their own race than with peers of the other race. Planned comparisons revealed that this tendency was due to very strong own-race preferences among the girls. In contrast, boys interacted cross racially at approximately the rate that would be expected if race were not a factor in interactant choice. The interactions of males were predominantly mutual in nature, while those of females were one-sided. Negative behavior characterized less than one percent of all interactions. An analysis of the orientation of the interactions suggested that cross-race interactions of all groups were more task related than within-race interactions. In turn, within-race interactions were more social in orientation than were cross-race interactions. (Author/APM)

ED 211 625 UD 021 900

Bornstein, Rita

Title IX Compliance and Sex Equity. Abridged Version.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-80

Note-8p.; For longer version of document, see ED 202 948.

Available from-Teachers College, Columbia University, Box 40, New York, NY 10027 ($1.00, 10-24 copies, $0.80 ea., 25-49 copies, $0.60 ea., 50 copies, $0.50 ea. Make checks payable to Teachers College).

Journal Cit-IRCD Bulletin; v15 n3-4 p1-7 Sum-Fall 1980

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compliance (Legal), Educational Opportunities, *Equal Education, Federal Legislation, Government Role, School Role, *Sex Fairness

Identifiers-*Title IX Education Amendments 1972

A definition and rationale for full equity under Title IX legislation in terms of outcomes for students and benefits for school districts are given in this article. The relationship of compliance to equity is explored through an analysis of short-term and long-term costs and benefits for students and schools in both minimal and maximal equity responses. This article is an abridged version of a longer paper. (Author/ML)

ED 211 626 UD 021 911

Reynolds, William Bradford

School Desegregation. Statement before the Committee on the Judiciary, Subcommittee on Civil and Constitutional Rights, House of Representatives, Department of Justice.

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date-19 Nov 81

Note-19p.

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Busing, *Court Role, *Desegregation Litigation, *Desegregation Methods, Elementary Secondary Education, Equal Education, Federal Regulation, *Voluntary Desegregation

In this statement, the Assistant Attorney General of the Civil Rights Division under the Reagan Administration proposes a method of voluntary school desegregation as an alternative to court litigation and mandatory busing. The method represents a response to the failure of previous desegregation attempts to elicit public support and provide equal educational opportunity. Following a finding by a court of de jure racial segregation, the proposed method would: remove all state-enforced racial barriers to open access to public schools; assure that students of all ethnic origins are provided equal and comparable educational opportunities; and eliminate the remaining vestiges of the prior dual systems. Although Reynolds acknowledges that no single desegregation technique provides certain success, he identifies several potentially successful approaches. These include voluntary student transfer programs, magnet schools, enhanced curriculum requirements, faculty incentives, in-service training programs for teachers and administrators, school closings in systems with excess capacity, new construction in overcrowded systems and modest adjustments to attendance zones. (JCD)

ED 211 627 UD 021 912

Kumagai, Gloria, Ed. Shiraiwa, Sharon, Ed.

Teacher Training Manual for Integrating Asian American Curriculum into the Classroom.

Saint Paul Public Schools, Minn.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 30

Note-158p.; Some photographs may not reproduce due to reproduction quality of original document; for a related document, see UD 021 913. Funded by ESEA, Title IV, Part C, P.L. 93-380.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Asian Americans, *Cultural Awareness, Cultural Background, *Curriculum Development, Demonstration Programs, Elementary Secondary Education, Ethnic Groups, Folk Culture, *Inservice Teacher Education, Instructional Materials, Lesson Plans, *Training Methods, *Workshops

Identifiers-*Pacific Americans

This manual provides a model for conducting a three day workshop for elementary and secondary school personnel in order to increase awareness of and skills in teaching about Asian and Pacific Americans. It was developed as part of the project Integrating Asian American Curriculum into the Classroom'', funded by the Elementary and Secondary Education Act Title IV-C. Addressed to personnel with prior experience in human relations and workshop development, the manual outlines the requirements for implementing the workshop, such as characteristics of workshop personnel, facilities, equipment and resources needed the nature of participant involvement, process and methods, and guidelines for dealing with issues and participants. A detailed agenda is provided and daily activities are described by component in terms of objectives, materials needed, time schedule, procedures, and references. Activities are designed to provide information on the history, experiences and stereotyping of Asians in America, to increase awareness of relevant materials, and to develop skills in developing appropriate lesson plans for integration into various subjects in given grade levels. Provisions for workshop evaluation, reproductions of some reference materials, and an annotated bibliography are included. (MJL)

ED 211 628 UD 021 913

Kumagai, Gloria, Ed. Shiraiwa, Sharon, Ed.

Asian American Curriculum Guide: Elementary and Secondary. Integrating Asian American Curriculum into the Classroom.

Saint Paul Public Schools, Minn.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 80

Note-275p.; Some tables may be marginally legible due to reproduction quality of original document; for related documents, see UD 021 912, ED 179 658-660 and ED 180 992. Funded by ESEA, Title IV, Part C, P.L. 93-380.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Asian Americans, *Cultural Awareness, *Cultural Background, Curriculum Guides, Elementary Secondary Education, Ethnic Stereotypes, Instructional Materials, Lesson Plans, *Multicultural Education, Resource Materials

This curriculum guide consists of lessons and activities intended to help preschool, elementary, and secondary school students to gain a positive awareness and understanding of Asian Americans. The guide was developed by teachers in St. Paul, Minnesota during an inservice training program conducted as part of the project Integrating Asian American Curriculum into the Classroom'', funded by Title IV-C of the Elementary and Secondary Education Act. The lessons, which are based on different aspects of Asian History and culture, are structured in a conceptual format. Each lesson plan indicates the appropriate subject and grade level in which the lesson should be integrated, key concept(s), generalizations, behavioral objectives, teaching activities and procedures, evaluative procedures, and resources and materials. Supplementary materials provide additional information on specific aspects of the Asian American heritage and may be used to enrich many of the lessons in the guide. An annotated bibliography and a list of audio visual materials are appended. (MJL)

ED 211 629 UD 021 916

Moore, Donald R. Hyde, Arthur A.

Making Sense of Staff Development: An Analysis of Staff Development Programs and Their Costs in Three Urban School Districts.

Designs for Change, Chicago, Ill.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.

Pub Date-Apr 81
Contract-NIE-P-81-0027
Grant-NIE-G-79-0070
Note-168p.; Some tables may be marginally legible due to small size type.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Secondary Education, *Expenditures, *Inservice Teacher Education, *Organizational Climate, *Program Costs, School Districts, *Staff Development, Urban Schools

To increase understanding of teacher staff development in the United States, a research study of staff development programs and their associated costs was undertaken in three large urban school districts. These districts were selected as having, respectively, high, medium and low apparent levels of staff development activity. The study was designed primarily to construct a method for analyzing staff development programs in other school districts with a focus on organizational routines and related costs. Data were collected through interviews with school district personnel and through examination of pertinent documents. From the information collected, descriptions, analyses, and comparisons of the three school districts were made in terms of: numbers of teachers and pupils; education expenditures and funding sources; organizational structure; staff development activities at central office, district, and school levels; teacher participation in staff development; and staff development expenditures. Analysis showed that patterns of actual staff development activity and resource allocation contradicted conventional ideas of how staff development is conducted. A major conclusion was that the weak political position of staff development and the organizational dynamics of school districts make unlikely any substantial reforms of actual staff development practices in the near future. (Author/MJL)

ED 211 630 UD 021 917

Bibliography of Materials.
Asian American Bilingual Center, Berkeley, Calif.
Pub Date-Jun 81
Note-21p.; Not available in paper copy due to institution's restrictions.
Available from-Asian American Bilingual Center, 1414 Walnut Street, Room 9, Berkeley, CA 94709 (no charge).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Asian Americans, *Bilingual Education, Chinese Americans, Cultural Awareness, Elementary School Students, Elementary Secondary Education, Filipino Americans, Instructional Materials, Japanese Americans, Korean Americans, *Language Arts, *Mathematics, *Multicultural Education, Native Language Instruction, *Social Studies

This annotated bibliography of social studies materials, language arts materials, mathematics materials and miscellaneous publications was developed by the Asian American Bilingual Center. The materials are organized in the form of kits designed for ten weeks of instruction in each of three curriculum levels: identity, needs, and interaction. The social studies materials list includes entries in environmental studies and fine arts which are available in both Chinese/English and Pilipino/English editions. Chinese, Pilipino, Japanese and Korean materials are featured in the language arts section which emphasizes the gradual introduction of language patterns relative to speaking, writing, reading and listening of each respective language. Mathematics materials are available in Chinese English and Pilipino English editions. The three curriculum levels correspond with each of two elementary grades. The social studies materials list contains a limited number of entries suitable for high school students. (JCD)

ED 211 631 UD 021 922

Berry-Caban, Cristobal S. Brue de Lorenzo, Kathryn

Junior High School Students' Perception of Neighborhood Community Centers in Racine, Wisconsin.

Racine Unified School District 1, Wis.

Pub Date-81

Note-22p.; Map on p.6 may be marginally legible due to small size type.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Black Students, *Community Centers, *Community Recreation Programs, Ethnic Groups, *Hispanic Americans, Junior High School Students, *Student Attitudes, *White Students

Identifiers-*Wisconsin (Racine)

A survey of 258 black, Hispanic and white students in grades 7 to 9 was undertaken in Racine, Wisconsin, to determine student perceptions regarding their neighborhood community center and to discover differences in attendance patterns among the three ethnic groups. The subjects responded to a questionnaire which elicited information on frequency of attendance, whether the subject attended alone or with a companion, and the types of activities desired at the center. Survey results indicated that while half of the respondents attend their neighborhood centers, nearly three fourths of the Hispanic and white students do not attend at all. The study suggests that an effective outreach/recruiting program, as well as the addition of some evening and more participatory activities, would attract more students and enhance the integration of the centers. (MJL)

ED 211 632 UD 021 923

Mayo, Clara Bromley, Stephanie

Assessing Racial Attitudes in Jury Selection.

Pub Date-Aug 81
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures, College Students, Court Litigation, Evaluation Criteria, *Legal Responsibility, Multidimensional Scaling, *Personnel Selection, Quality of Life, *Racial Attitudes, *Racial Bias, Social Status
Identifiers-*Juries, *Voir Dire Procedures

This paper examines the current state of voir dire procedures (the process in which prospective jurors are questioned about possible prejudgment or bias) used to detect racial attitudes in court cases involving black defendants and compares voir dire questions allowed and disallowed by the court. Data based upon an assessment of racial attitudes of 43 white psychology students was submitted to a multidimensional scaling procedure to determine the underlying structure of the defense-proposed voir dire'' questions accepted or rejected by the court. The results of the study were said to suggest that social psychology and the courts have a reciprocal interchange in which the knowledge base in psychology addresses issues in the voir dire and can be used to more effectively detect racial bias, and the voir dire process indicates areas in which present knowledge of racial attitudes can be further studied, expanded, and improved. (JCD)

ED 211 633 UD 021 925

Schuerman, Leo A. Kobrin, Solomon

Ecological Processes in the Creation of Delinquency Areas: An Update.

Pub Date-Aug 81

Note-31p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Crime, Data Analysis, *Delinquency, Delinquency Causes, *Ecology, Educational Attainment, Employment Level, Ethnic Groups, *Neighborhoods, Population Distribution, Social Structure, Socioeconomic Influences, Subcultures, *Urban Demography, *Youth

Identifiers-California (Los Angeles County), *Time Series Analysis

The purpose of this study was to examine the differences found in areas with high delinquency rates in relation to the ecological structure in Los Angeles County, California. Previous studies suggest that delinquency was the consequence of the availability of low cost housing found in deteriorating residential areas, and that the housing matched the meager resources of successive waves of low income migrants and immigrants. It was hypothesized that current neighborhood crime and delinquency rates have increased as a function of changes in the demographic, subcultural, and socioeconomic factors most directly related to the social processes of the community. Noted in the developmental process of delinquency was an increasing decline in those structural features common to enduring areas. It was also suggested that post-war changes in population movements have had the effect of dispersing delinquency areas outward from the older core of the city without respect to the initiating force of land use change. A summary of the results are included as appendices. (Author/JCD)

Munoz, RoJean Madsen

Special Needs of Hispanic Business Students: Teaching Methodologies to Develop Social Skills.

Pub Date- 81
Note-16p.; Paper presented at the Annual Symposium on Hispanic Business and Economy (3rd, Chicago, IL, November 17, 1981).
Available from-Business and Economy, Armando Triana, DePaul University, 23 East Jackson Boulevard, Chicago, IL 60604 (write for price).
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitude Change, *Business Skills, *College Students, Higher Education, *Hispanic Americans, *Interpersonal Competence, Models, Needs Assessment, *Peer Influence, Socialization, Student Educational Objectives, Student Participation, *Training Methods

This paper presents methods for training Hispanic business students in interpersonal skills, particularly committee membership skills. The paper states that social, managerial, and committee membership skills can be developed by: (1) encouraging task oriented and social interaction among students with different backgrounds and ideas; (2) offering a variety of classroom environments and activities; (3) offering repeated opportunities to practice new skills and behavior with feedback; and (4) allowing class participation at a variety of levels. The traditional case method, small group structured and unstructured methods, individualized case information method, and guided design method are presented as tools for teaching business and social skills, and the individual case information method is recommended as the technique most likely to meet the needs of Hispanic students. The report suggests that teaching methodologies should not require explicit modeling of social skills by the course instructor, but rather, maximize opportunities for all students to experiment with feedback from peers. (JCD)

ED 211 635 UD 021 927

Smith, Calvert H.

Urban Child Achievement Levels: Myths and Realities.

Pub Date- 73
Note-18p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Academic Failure, Cultural Traits, Educational Objectives, Elementary Secondary Education, Ethnic Groups, Family Characteristics, *Family School Relationship, *Minority Groups, School Community Relationship, Social Influences, *Stereotypes, *Teacher Responsibility, Urban Education, *Urban Youth

This report examines some myths and stereotypes in the light of factual information about cultural and learning characteristics of minority group children in urban school settings. Cited among the most prevalent myths are that the academic failure of urban children results from genetically determined intellectual inferiority, and that the failures of urban school children may be attributed to pathological social influences. Also examined are minority group family characteristics, and parent and teacher responsibilities and attitudes which are said to influence educational objectives and affect the actual outcomes of education in the urban school. Role clarification is identified as a critical factor in the achievement of success. It is further suggested that evaluation and change are needed in the following problem areas: (1) the biases of standardized tests; (2) the irrelevancy of textbooks; (3) the incompetence of school administrators; and (4) the inadequacy of present systems intended to evaluate the teaching process. (JCD)

ED 211 636 UD 021 928

Smith, Calvert H.
Change Agents in Inner-City Schools.
Pub Date- 74
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Change Agents, *Change Strategies, Elementary Secondary Education, Information Dissemination, *Institutional Characteristics, Organizational Change, *Power Structure, School Community Relationship, School Role, Teacher Attitudes, *Urban Schools

The educational institution's resistance to change may be attributed to its non-profit motive, domesticated service role, bureaucratic structure, and the fact that its existence is ensured by law. The characteristics likely to contribute to the success of change agent in school settings are: (1) a high social status within the faculty of the institution in which change is desired; (2) the ability to be a professional educator who can illustrate direct relationships between the cultural orientation of the school and the methods of instruction used by the teachers; (3) an awareness of the informal structure of faculty members within the formal structure of the school; (4) an understanding of the power structure and dynamics of the community; (5) an ability to foster an attitude of collaboration among peers; (6) a willingness to work without assurance of reward or benefits; and (7) the ability to disseminate information to the community, and to formulate and implement a plan of action conducive to change. (JCD)

ED 211 637   UD 021 930

Disadvantaged Pupil Program Fund (DPPF) Evaluation Reports, 1980-81.
Cleveland Public Schools, Ohio. Dept. of Research, Development and Evaluation.
Spons Agency-Ohio State Dept. of Education, Columbus.
Pub Date-81
Note-362p.; Some tables may be marginally legible due to small size type.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Achievement Gains, Communication Skills, *Compensatory Education, *Disadvantaged Youth, Elementary Secondary Education, Job Development, Mathematics Achievement, Multicultural Education, Pilot Projects, Program Evaluation, *Program Improvement, Reading Improvement, School Community Relationship, School Security, Science Curriculum, Student Evaluation, Tables (Data)

These descriptive and evaluative reports examine fifteen program components implemented under the Disadvantaged Pupil Program Fund by the Cleveland, Ohio public school system beginning in 1966. The following programs are discussed: (1) classroom support program; (2) communication skills improvement project; (3) computer assisted instruction in mathematics; (4) Latin American cultures project; (5) improvement of school community skills and relationships; (6) job development project; (7) kindergarten reinforcement project; (8) motivational cultural experiences; (9) pilot projects; (10) production workshop project; (11) reading impact project; (12) reinforcement science skills project; (13) residential environmental classroom; (14) building safety and security; and (15) upward reach project. Each report cites the purposes, objectives and outcomes of the program, with recommendations for future improvements. Appendices include lists of schools participating in each program area; administrative staff, teaching staff, student, or parent surveys and sample questionnaires about program effectiveness; summaries of student test results; reports on school participation in community events; and reports on the improvement of school/community relationships. (JCD)

ED 211 638 UD 021 931

Johnson, Levar L.

Non-Required Plan for the Prevention of Minority Group Isolation and Provision for Greater Racial Integration. Evaluation Report.

Elkhart Community Schools, Ind.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jun 81
Note-124p.; Not available in paper copy due to reproduction quality of original document.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Rating, *Desegregation Plans, Educational Environment, Evaluation Methods, Extracurricular Activities, Family School Relationship, *Integration Readiness, Junior High Schools, Multicultural Education, *Needs Assessment, *Program Effectiveness, Student Attitudes, Tables (Data), Teacher Attitudes
Identifiers-*Elkhart Community Schools IN

This report describes a desegregation/integration plan implemented in four junior high schools in the Elkhart, Indiana school district. The first section details the history, design, and objectives of the project. The second section deals with data concerning the achievement of project objectives as obtained by a locally developed and validated instrument. Student reaction is handled in section three, which covers behavior and attitudes, extracurricular activities, and school-parent communication. The following section presents results of findings about student attitudes in table format accompanied by discussion. Teacher evaluation of inservice activities is included in section five, which examines the effectiveness of system-wide inservice programs. Section six presents the results of a multicultural needs assessment. Reactions from an external perspective are given in section seven. The last section provides conclusions and recommendations. Six appendices include evaluation instruments used by the project. (Author/ML)

ED 211 639 UD 021 933

Morris, Lorenzo And Others

Equal Educational Opportunity Scoreboard: The Status of Black Americans in Higher Education, 1970-1979. Fourth ISEP Status Report, Part I.

Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-Aug 81

Note-43p.; Some tables may be marginally legible due to small size type.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affirmative Action, Age Differences, Black Achievement, Black Institutions, *Black Students, College Students, *Enrollment Trends, Equal Education, Ethnic Groups, Graduate Students, *Higher Education, *Racial Differences, Selective Admission, *Sex Differences, Statistical Data, Two Year Colleges

This fourth report of the Institute for the Study of Educational Policy examines the status of black Americans in higher education from 1970 to 1979, with special consideration to a discussion of a basis of parity which takes into account the rapid growth of the black population and to enrollment patterns in traditionally black institutions of higher education. Total undergraduate enrollments by race, sex and ethnicity, and total black enrollment by type and control of institution are examined. Also analyzed are graduate and professional school enrollments by race and ethnicity; percent differences and percent growth in full-time, first professional school enrollment by race and ethnicity for 1974, 1976 and 1978; and enrollments in law and medical schools by race, ethnicity and national origin. Data on degrees conferred are treated similarly. Tables describing the age structure of student populations by race, and tables describing the educational attainment of the population by age group and race are appended. Findings were reported to indicate a negative correlation between level of selectivity and lack of progress for blacks as evidenced by the disproportionately low enrollment of blacks in two year colleges as compared with four year colleges, and the greater losses and smaller gains of black enrollments in professional schools and doctoral programs in comparison to other levels of education. (JCD)

ED 211 640 UD 021 934

Flaxman, Erwin

Information Resources in the Education of Ethnic Immigrants: Some Lessons from the Past.

Pub Date-Dec 81

Note-24p.; Paper prepared for the Conference on The Education of Ethnic Minority Immigrants'' (Miami, FL, December 13-16, 1981). Ethnic

Minority Immigrants (Miami, FL, December 13-16, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Delivery Systems, *Educational Planning, *Ethnic Groups, *Immigrants, *Information Dissemination, Information Needs, *Information Networks, Information Sources, *Minority Groups, Program Development, Quality of Life

Identifiers-ERIC, National Clearinghouse for Bilingual Education, National Clearinghouse for Drug Abuse Information, National Diffusion Network

This paper examines the development and current state of educational information resources and dissemination networks as a means of planning educational programs for ethnic minority immigrants. The national, regional and state dissemination networks are identified and discussed; the difficulties involved in the dissemination of information to ethnic minority groups are presented. Strategies are suggested for improving information availability through existing and alternative dissemination methods not only to educational planners but directly to members of ethnic groups. It is emphasized that a multicultural perspective is needed to maximize the success of any information system wishing to service the needs of ethnic immigrants. (JCD)

ED 211 641 UD 021 935

Race Against Time: School Desegregation Parts 1-8, Program Nos. 250-257. Options in Education

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Pub Date-80
Note-112p.; Not available in paper copy due to reproduction quality of original document.
Pub Type- Reference Materials (130) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, *Desegregation Effects, Economic Factors, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Parent School Relationship, Programing (Broadcast), *Racial Bias, Radio, *School Community Relationship, *School Desegregation, Social Discrimination, Student Attitudes, Teacher Role, *United States History

This book is a collection of transcripts from an eight-part radio series entitled: Race Against Time: School Desegregation.'' Each program in the series focuses on a different American community with the intent of historically tracing the struggle for equal education and the fight against segregation. Discussions of various issues are presented in an interview format between key spokespersons and program commentators. Included among the spokespersons are school administrators, students, teachers, representatives of special interest groups, political scientists and parents who are currently involved in education or who were active in the public school system during the inception of desegregation. Among the issues discussed are anti-busing sentiments, white resistance to integration of neighborhoods, school strikes, economic and social discrimination practices, and possible solutions to racial problems. (JCD)

ED 211 642 UD 021 936

Fabricant, Michael

Juvenile Injustice: Dilemmas of the Family Court System.

Community Service Society of New York, N.Y.

Spons Agency-Florence V. Burden Foundation, New York, N.Y.; New York Community Trust, N.Y.

Pub Date-Sep 81

Note-215p.; Also supported in part by the North Shore Unitarian Veatch Program.

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Counseling Techniques, *Court Litigation, *Court Role, *Crime, *Delinquency, Due Process, Family Role, *Juvenile Courts, Lawyers, Legal Aid, Legal Responsibility, Socioeconomic Influences, *Youth, Youth Problems

Identifiers-New York (Bronx), New York (Brooklyn), *Sentencing

This report, based on a study of delinquency cases in the Bronx and Brooklyn family courts, examines the juvenile justice system in New York City. The study considered the following questions: (1) To what extent were problems being experienced by the court at various stages in the processing of cases? and (2) To what underlying forces might the problems be attributed? Following interviews with lawyers, corporation council members, probation officers, district attorneys, and judges, a tracking study of 500 juvenile offenders was conducted. Typically, the youngsters selected came from low income, single parent families. Findings include a review of print media accounts of the alleged breakdown of decision making in New York's family courts, and the outcomes of cases. Also examined are: (1) the extent to which the delay and incidence of dismissals can be explained on the basis of inefficient bureaucratic procedure and environmental demands; (2) the question of whether the court's malfunction can be traced to the advantaged position of the Legal Aid Society's defense attorney relative to that of the corporation counsel or prosecuting attorney; and (3) the issue of relative advantage in the family court adversarial relationship with regard to the differential success of public defenders and prosecutors in delinquency proceedings. Included as an appendix is a detailed discussion of juvenile justice reform in New York State. (JCD)

ED 211 643 UD 022 037

Kean, Michael H.
Research and Evaluation in Urban Educational Policy. Abridged Version.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Note-8p.; For a longer version of document, see ED 190 735.
Available from-Teachers College, Columbia University, Box 40, New York, NY 10027 ($1.00, 10-24 copies, $0.80 ea., 25-49 copies, $0.60 ea., 50 copies, $0.50 ea. Make checks payable to Teachers College).
Journal Cit-IRCD Bulletin; v15 n3-4 p1,7-12 Sum-Fall 1980
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Case Studies, *Educational Policy, *Educational Research, *Elementary School Students, Elementary Secondary Education, Evaluation Criteria, Evaluation Needs, *Policy Formation, *Reading Achievement, School Role, Staff Utilization, Teacher Role, Test Results
Identifiers-*Philadelphia School District PA

This paper explores factors which may account for the translation of research into educational policy through a case study. The case study was conducted jointly by the School District and Federal Reserve Bank of Philadelphia, Pennsylvania to determine what variables contribute to reading achievement. Students from grades one through four in twenty-five schools were selected to participate in the study. Data was based on interviews with school administrators and teachers, and pupil records, and included information about the principal, the reading teacher, the classroom teacher and the school for each individual student. The process of planning and translating the results of the study into educational policy initiatives is discussed. The following factors were associated with this process: (1) identification of clients; (2) vitality of the topic; (3) participant involvement; (4) technical quality; (5) reporting formats; (6) findings keyed to the decision process; (7) preparation of policy makers; (8) overcoming resistance; (9) the role of the ombudsman; and (10) the role of the entrepreneur. (JCD)

ED 211 644 UD 022 038

The Education of Asian-American and Pacific-American Children and Youth. ERIC/CUE Urban Diversity Series, Number 76.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Sep 81

Contract-400-77-0071
Note-185p.; For individual abstracts, see UD 022 039-044.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Collected Works - General (020) - Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Asian Americans, Chinese Americans, Economic Factors, Educational Opportunities, *Educational Status Comparison, Elementary Secondary Education, Filipino Americans, Hawaiians, Higher Education, Indochinese, Japanese Americans, Korean Americans, Minority Groups, *Multicultural Education, Needs Assessment, *Racial Bias, *Social Indicators, Social Mobility, *Socioeconomic Status, Stereotypes, United States History
Identifiers-*Pacific Americans

This collection of essays examines the issues which affect the educational, social, and economic status of Asian Americans and Pacific Americans. The first paper by Florence Yoshiwara discusses the historical experiences and demographic characteristics of Japanese Americans, economic and educational stereotypes, and various multicultural and area studies programs. A concluding section suggests the need for bilingual/bicultural programs and discusses Asian American studies programs at the secondary and university levels. The second paper by Kenyon Chan presents on overview of the educational progress of Chinese Americans, focusing on demographic, cultural and learning characteristics. In the third paper by Bok-Lim Kim, the future of Korean American children and youth is discussed in terms of marginality, biculturality and the role of the American public school. Educational needs and attitude assessment of parents and teachers are examined. Federico Marcaranas' paper examines the socioeconomic issues affecting Filipino Americans. Appendices include information on number of persons of Filipino origin in the United States by place of birth and language characteristics, social indicators of equity in education for Asian Americans, and an outline of educational needs and recommendations. The remaining papers by Vuong G. Thuy and Bella Zi Bell discuss the current status and educational needs of Indochinese and Hawaiians respectively. Each paper includes a bibliography. (JCD)

ED 211 645 UD 022 039

Yoshiwara, Florence M.
Shattering Myths: Japanese American Educational Issues.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date- 80
Contract-400-77-0071
Note-39p.
Available from-Not available separately; see UD 022 038.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-*Acculturation, Cultural Images, Demography, Elementary Secondary Education, Ethnicity, *Ethnic Stereotypes, Higher Education, *Japanese Americans, Multicultural Education, Quality of Life, *Racial Bias, *Social Action, *Social Discrimination, United States Histor
Identifiers-Immigration

An historical review of the immigration and resettlement patterns, and a demographic profile of Japanese Americans reveals a myth of the successful minority.'' Since the founding of the Japanese American Citizens League in 1928, Japanese Americans have defeated alien land laws, discriminatory immigration quotas, anti-miscengenation laws, and secured naturalization privileges for alien Japanese. Currently, Japanese Americans are the third largest Asian American group and have attained a high level of education with increased visibility in many areas of employment; they tend to live primarily in integrated, urban communities. The stereotypes and misunderstandings created by the concentration camp experience, however, have hampered economic and social progress for Japanese Americans. Moreover, disparities in educational funding policies, uses of propaganda, and violations of civil rights have undermined the achievements of Japanese Americans. The organization of bilingual/multicultural programs on the secondary level, and Asian American studies at the university level is needed to overcome the effects of racism, to promote self-esteem, and to provide a progressive framework for serving Japanese American communities. (JCD)

ED 211 646 UD 022 040

Chan, Kenyon S. Tsang, Sau-Lim
Overview of the Educational Progress of Chinese Americans.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date- 81
Contract-400-77-0071
Note-17p.
Available from-Not available separately; see UD 022 038.
Pub Type- Historical Materials (060) - Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Bilingual Education, *Chinese Americans, Cultural Exchange, Culture Conflict, *Demography, Elementary Secondary Education, Ethnic Status, *Learning, *Multicultural Education, Program Development, Program Effectiveness
Identifiers-*Lau v Nichols

This review of the educational progress of Chinese Americans examines the demographic, cultural, and learning characteristics of this group with respect to the historical and current status of bilingual/bicultural program development. The Lau v. Nichols case is cited as a major influence and precedent for the development of federally mandated services related to bilingual education. This paper further suggests that the maintenance of the home language and culture is the most controversial aspect of bilingual education, and presents examples for and against multiple language learning. (JCD)

ED 211 647 UD 022 041

Kim, Bok-Lim C.

The Future of Korean American Children and Youth: Marginality, Biculturality, and the Role of the American Public School.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date- 80

Contract-400-77-0071

Note-30p.

Available from-Not available separately; see UD 022 033.

Pub Type- Reports - Evaluative (142) - Information Analyses - ERIC Information Analysis Products (071)

Document Not Available from EDRS.

Descriptors-*Acculturation, *Biculturalism, Children, *Culture Conflict, Demography, Elementary Secondary Education, Ethnicity, *Family Role, Higher Education, *Korean Americans, Needs Assessment, Parent Role, *School Role, Self Concept, Social Adjustment, Underemployment, Youth

In this paper, the educational progress of Korean Americans is attributed largely to the effects of conflict between biculturality and marginality. This report examines the educational needs and problems of Korean American children and youth with respect to demographic and historical characteristics of Korean Americans and their evolving community. Highlighted among the demographic characteristics are geographic location, sex and age distribution, employment, income and household size, language proficiency and religious preferences. Problems in the educational adjustment and achievement of Korean American children are attributed to the following conditions: (1) underemployment and loss of self-esteem; (2) parent-child conflicts based on language and culture; (3) breakdown of the traditional three-generation Korean family; (4) a ``lost'' generation of teenage immigrants; (5) a desire but inability to achieve biculturality; (6) conflicting and unrealistic expectations of children by Korean American parents; (7) major role shifts within the family; and (8) domestic violence. Although Korean American parents were reported to show cultural ambivalence, it was suggested that the parenting role was a positive resource for the successful development of Korean American biculturality. (JCD)

ED 211 648 UD 022 042

Macaranas, Federico M.

Socio-Economic Issues Affecting the Education of Minority Groups: The Case of Filipino Americans.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jun 81
Contract-400-77-0071
Note-43p.
Available from-Not available separately; see UD 022 038.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Cultural Differences, Demography, *Educational Attitudes, Elementary Secondary Education, *Filipino Americans, Higher Education, *Immigrants, Needs Assessment, Social Characteristics, *Social Indicators, *Socioeconomic Status

This paper examines the socioeconomic issues pertaining to the education of Filipino Americans. The first section reviews the development of this ethnic group through the 1970s and the experience of the first wave of immigrants. Secondly, the socioeconomic status of the second wave and the characteristics of professionals involved in the post-1965 influx are discussed. Highlights of this section include the debate on the cultural-deficient theory that purportedly explains Filipino American attitudes toward education, the social indicators of educational equity for 1960, 1970 and 1976, and the differences in native born versus foreign born students. Finally, the future educational needs of the community are presented with suggestions for a better understanding of Filipino American students. (Author/JCD)

ED 211 649 UD 022 043

Thuy, Vuong G.

The Indochinese in America: Who Are They and How Are They Doing?

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date- 79
Contract-400-77-0071
Note-29p.
Available from-Not available separately; see UD 022 038.
Pub Type- Historical Materials (060) - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)
Document Not Available from EDRS.
Descriptors-Acculturation, *Adjustment (to Environment), *Asian Americans, Demography, Federal Programs, *Government Role, *Immigrants, *Indochinese, *Land Settlement, Migration Patterns, Refugees, Social Services

This paper examines various aspects of Indochinese immigration and resettlement patterns and problems with respect to the ethnic, cultural, and educational characteristics of refugees, and the effects of Federal, State, and local assistance programs. Highlighted among the problems are the high concentrations of refugees in urban areas, their limited English proficiency, and their unfamiliarity with the American legal, economic, transportation, and social service systems. The provisions of the Indochina Migration and Refugee Assistance Act of 1975, and the effects of Federal and State funding practices are also discussed. It is suggested that the Indochinese should follow examples set by other ethnic minorities in order to influence legislation and achieve political gains. (JCD)

ED 211 650 UD 022 044

Bell, Bella Zi

The Status of Native Hawaiian Education.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date- 81
Contract-400-77-0071
Note-21p.
Available from-Not available separately; see UD 022 038.
Pub Type- Reports - Evaluative (142) - Information Analyses - ERIC Information Analysis Products (071)
Document Not Available from EDRS.
Descriptors-Demography, *Economic Progress, *Educational Innovation, *Educational Mobility, Elementary Secondary Education, Federal Programs, *Hawaiians, Higher Education, *Multicultural Education, *Needs Assessment, Population Trends, Program Development, State Programs, Student Educational Objectives
Identifiers-Elementary Secondary Education Act Title I

This review of the educational status of native Hawaiian students suggests the need for special programs that: (1) promote self-esteem and appreciation of multiculturalism while improving cognitive skills; and (2) encourage parent participation and the involvement of community leaders as role models. The effects of Federal programs (such as those administered under Title I, the Comprehensive Mathematics Project, and the Right to Read program) and the impact of State compensatory programs are discussed. Also discussed are financial assistance alternatives, the educational needs of Hawaiian students as summarized in the 1979 Native Hawaiian Education Bill, adult education and special education training programs for teachers, the objectives of the Advisory Council on Native Hawaiian Education, and economic benefits of these programs to society. (JCD)

ED 211 651 UD 022 045

Colton, David L. Berg, William M.

Budgeting for Desegregation in Large Cities. Final Report.

Washington Univ., St. Louis, Mo. Center for the Study of Law in Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jan 81
Grant-NIE-G-79-0106
Note-286p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Board of Education Role, *Desegregation Plans, Educational Finance, Elementary Secondary Education, Facility Planning, *Finance Reform, Financial Policy, Government Role, *Government School Relationship, Magnet Schools, *Policy Formation, School Closing, School Community Relationship, *School Funds, *Urban Schools

This paper presents the results of an exploratory study of the process of mobilizing and allocating resources for desegregation in large cities. Examined were the effects of budgetary constraints on school desegregation and desegregation impact on educational finance. Four urban school districts were selected for site reports. Section one of this study reviews the literature pertinent to the conceptualization of the research questions. Section two reviews and discusses methodological aspects of the study. Section three describes the findings in the school districts selected for study. A concluding section presents summary observations about relationships between budgets and desegregation. Presented in the site reports are: (1) an historical overview and assessment of current financial status; (2) issues related to school closing and facilities plans; (3) issues related to the funding of magnet schools, staff development, multicultural curricula, and other programs related to desegregation; and (4) funding needs in the areas of transportation, safety and security, and school-community relations. This paper suggests that the broader political, economic, and legal ramifications of desegregation need to be considered in finance reform and policy formation. Also emphasized is the importance of communication among school boards, State and Federal legislatures, and individual school officials in the development of financial policies related to school desegregation. (Author/ML)

ED 211 652 UD 022 046

Bahn, Charles
Sentence Disparity and Civil Rights.
Commission on Civil Rights, Washington, D.C.
Pub Date-77
Note-72p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Civil Rights Legislation, Court Litigation, Court Role, *Criminal Law, *Justice, Law Enforcement, *Legal Responsibility, *Racial Bias, *Racial Discrimination, Sex Bias
Identifiers-*Commission on Civil Rights, *Sentencing

This report reviews the literature on sentence disparity and considers the advisability of additional efforts to provide more equality throughout the criminal justice system. Definitions of disparity are said to include: (1) differences between individual judges; (2) differences between comparable defendants; (3) differences between categories of offenses; (4) differences between regions and circuits; and (5) differences between courts of various levels. Civil rights issues in sentencing which include racial, sex, or class discrimination are also discussed along with measures for reform. Suggested reforms include the limitation of judicial discretion, the use of sentencing guidelines, panels or reviews, presentencing services, and improved communication between judges and correctional authorities. The report concludes that although the extent and causes of sentence disparity are unknown in many cases, it is certain that the United States Commission on Civil Rights has the authority and responsibility to take action with intent to resolve this issue. (JCD)

ED 211 653 UD 022 047

Arrington, Karen McGill And Others
With All Deliberate Speed: 1954-19?? United States Commission on Civil Rights Clearinghouse Publication 69.
Commission on Civil Rights, Washington, D.C.
Pub Date-Nov 81
Note-51p.; Some footnotes may be marginally legible due to reproduction quality of original document.
Pub Type- Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Role, Busing, Community Role, Desegregation Effects, *Desegregation Litigation, Desegregation Plans, Educational Policy, Equal Education, *Federal Legislation, Government Role, *School Desegregation, *State Courts, *State School District Relationship, Transfer Students
Identifiers-*Brown V Board of Education, *Supreme Court

This monograph reviews the history and examines the current status of school desegregation with respect to major court decisions and their impact on educational policy. Discussed are the Brown v. Board of Education case of 1954 and subsequent Supreme Court and lower court decisions, busing, involvement of the executive and legislative branches of government, and the need for metropolitan desegregation plans. It is also stated that there is a need for a greater commitment and leadership

at the State and local levels in support of Federally initiated efforts to correct the past injustices of a ``separate but equal'' system. (JCD)

ED 211 654 UD 022 049

Quinn, Lois M. And Others

Relationships between School Desegregation and Government Housing Programs: A Milwaukee Case Study.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date- 80
Note-111p.; Maps on p27-28 of original document may be marginally legible due to small size type.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Case Studies, Desegregation Plans, Federal Programs, Government Role, Government School Relationship, *Housing, *Integration Readiness, *Neighborhood Integration, Public Policy, Racial Attitudes, *Racial Balance, Racial Distribution, Residential Patterns, *School Districts, State Programs, Transfer Students, *Urban Demography
Identifiers-*Wisconsin (Milwaukee County)

This pilot study examined the interrelationships between school desegregation programs and housing patterns in Milwaukee County, Wisconsin. First, a field study explored the attitudes of minority families participating in the city-suburban school desegregation program which involved city-suburban pupil transfers. Secondly, the pupil movement under the city and metropolitan desegregation plans was assessed for its impact on segregated residential housing patterns in the community. The third aspect of the study analyzed the two largest Federal rental housing programs operating in the county for their impact on racial integration of schools and housing. The study indicates a need for more coordinated efforts by school and housing officials if successful, long-range integration is to occur. (Author/ML)

ED 211 655 UD 022 050

Morgan, David R. England, Robert E.

Assessing the Progress of Large City School Desegregation: A Case Survey Approach. Final Report.

Oklahoma Univ., Norman. Bureau of Government Research.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Grant-NIE-G-80-0142
Note-247p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Case Studies, Change Strategies, Court Role, *Desegregation Effects, *Desegregation Plans, Elementary Secondary Education, *Enrollment Trends, Evaluation Criteria, Government Role, Magnet Schools, *Racial Balance, Racial Relations, Rezoning, School Districts, *Success, Urban Schools
Identifiers-White Flight

The methods and process of desegregation between 1968 and 1976 were analyzed for 52 large school districts in this case survey report. The first section presents the research design in which the case survey method and the selection of 52 districts are considered. The second section includes a detailed look at the various desegregation techniques employed and a preliminary assessment of their effectiveness. A multivariate analysis is presented in section three. An analysis of white flight is presented in section four, and section five discusses findings and implications of the study. The report drew the following conclusions about desegregation success: (1) Federal coercion reduced racial isolation; (2) larger districts achieved less racial balance than smaller districts; (3) southern districts had greater success than those outside the south; (4) countywide districts improved racial balance more than non-countywide districts; (5) support from school officials helped achieve desegregation; and (6) hiring new superintendents tended to improve prospects for desegregation success. Included in this report are five appendices: (1) the form for the case survey instrument; (2) a glossary of desegregation terms; (3) additional comments about survey reliability; (4) case profiles; and (5) selected school district characteristics. (Author/ML)

ED 211 656 UD 022 054

Amlung, Susan, Ed.

Federal School Funding: Does New York Stand a Chance?

Educational Priorities Panel, New York, N.Y.

Pub Date-Nov 81

Note-64p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgeting, Disadvantaged Youth, *Educational Finance, Elementary Secondary Education, Federal Aid, *Federal Legislation, Financial Policy, Government Role, *Resource Allocation, *School Districts, *State Legislation, Statistical Data

Identifiers-Block Grants, *New York, *New York (New York), New York State Education Department, Omnibus Reconciliation Act 1981

This report discusses the impact on elementary and secondary education in New York State and New York City of: (1) a New York Court of Appeals decision to grant State Legislature control over Federal funds received by the State; and (2) passage of the Omnibus Budget Reconciliation Act providing block education grants to States. The report provides background information on block grants and on the general implications of the Federal budget changes; presents data on past Federal education assistance to New York State and New York City; analyzes current authorization levels, proposed additional cuts and their projected impact; and examines the administrative portion of the budget of the New York State Education Department and the distribution of its services to school districts. It concludes that the legislative changes, along with the reduction in total Federal funding, will have negative effects on the support, coordination, and delivery of public services, including public education, especially in New York City. Some recommendations are forwarded to ensure that the city continues to receive a fair share of Federal education funding. (Author/MJL)

ED 211 657 UD 022 058

Shade, Barbara S.

Afro-American Cognitive Style: A Variable in School Success?

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-WRDCIS-TP-94
Pub Date-Oct 81
Grant-OB-NIE-G-81-0009
Note-60p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Affective Behavior, Black Culture, *Blacks, *Cognitive Style, Cross Cultural Studies, *Cultural Differences, Elementary Secondary Education, Instructional Improvement, Nonverbal Communication, *Performance Factors, Racial Differences, *Socialization

A review of the literature indicates that black Americans have attempted to adapt to social situations by developing unique cultural patterns and a specific method of organizing and processing information. The latter is manifested in the way they pay attention to social cues, attach subjective meanings to words, show preference for social distance, and use nonverbal communication extensively. This particular thinking style affects cognitive development; observed differences in school success between black students and other groups may be attributed to black students' use of an information processing style which is not the preferred strategy in an educational setting. A stylistic approach to learning which would fit material to children's particular cognitive and affective behaviors may have a positive effect on black school achievement. (Author/MJL)

ED 211 658 UD 022 062

A Multicultural Bibliography.

San Diego County Dept. of Education, Calif.
Pub Date-Oct 76
Note-77p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*American Indians, Annotated Bibliographies, Asian Americans, Biographies, Blacks, Chinese Americans, *Cultural Images, Elementary Secondary Education, Eskimos, *Ethnic Groups, *Ethnic Studies, Fiction, Japanese Americans, Mexican Americans, *Multicultural Education, Puerto Ricans, Social History, United States History

This annotated bibliography developed by the San Diego (California) County Board of Education was intended to present positive cultural images of diverse ethnic groups. Entries include books on history, biography, folklore, fiction, poetry, arts and crafts, and contemporary life of black Americans, Mexican Americans, Native Americans, Chinese Americans, Eskimo Americans, Japanese Americans, Puerto Rican Americans, and other Ethnic Groups. The educational level of each work cited is indicated. (JCD)

ED 211 659 UD 022 087

Dean, Joenathan

Dealing with Decline: The Politics of Public School Closings. ERIC/CUE Urban Diversity Series, Number 77.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Sep 81

Contract-400-77-0071

Note-29p.

Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

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This paper examines the politics of public school closings and suggests strategies for effective management of school closings by administrators. Issues which are covered include: (1) the effects of public school closings on students, teachers, parents, and the community; (2) the trend of declining enrollment; (3) management approaches to closings which include demographic, maintenance, desegregation, and neighborhood considerations; (4) citizen participation; (5) rural consolidations; and (6) urban school closings with regard to desegregation and neighborhood impact. The paper concludes with a section on effects which need further investigation, and calls for anticipatory planning on the part of local, State, and Federal agencies. (ML)

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